Exploring the Experience of Faculty at a U.S. University in Internationalizing their

Curriculum to Foster Student Glocal Competence

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Abstract

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Exploring the Experience of Faculty at a U.S. University in Internationalizing their

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This study explored the experience of faculty at a U.S. university in the internationalization of curriculum to foster student glocal competence. The study focused how faculty use the curriculum to organize a coherent classroom to help the students study connectively irrespective of their culture to encourage social interactions within a diversified cultural context. This is a qualitative phenomenological single case study, which used Ohio University as the research setting. The participants in the study were faculty at Ohio University. The participants were selected through purposeful sampling. A questionnaire was used to collect the data. The analysis was done through coding, identification of emerging themes, and presentation and discussions of the findings. Findings exposed that faculty lived experience display knowledge in internationalizing of their curriculum but not all faculty were knowledgeable of the glocal construct. It was also evident that faculty crave collaboration and partnership to better display the glocal mindset and skills to foster glocal competence. However, faculties interviewed mentioned the informed pedagogical methods used to internationalize their curriculum and the importance of including students' experience in developing an internationalized curriculum. The respondents also mentioned the role of the Ohio University in fulfilling the internationalization dream needs to be activated.

Dedication

This precious work is dedicated to the Almighty God, Jesus Christ his Son, and the Holy Spirit of God for fulfilling this journey as promised. I am thankful and forever grateful for this great opportunity given to me in life.

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Table of Contents

Page

List of Tables

Page

List of Figures

Chapter 1: Introduction

This study explored the experience of faculty at a U.S. University in internationalizing their curriculum to foster student glocal competence. Glocal competence implies possessing the awareness, knowledge, and skills that situate and place the global into a local context and vice versa. It enables to process the global attitudes and dispositions acquired while intentionally contextualizing within a particular local community or society (Ayitey, 2018; Jean-Francois, 2015)**.** The study focuses on the micro-level of curriculum internationalization to foster glocal competence, which is related to the course syllabus and instructional strategies in the classroom.

The world is rapidly changing, and nations are connecting and networking through different avenues by merging forces to be able to stand firm in the world economy while developing and internationalizing their education systems to fit international standards. However, this could not be done without having a better understanding of what globalization involves, for instance, culture, economy, technology, and many other resources. If nations must depend on one another successfully, the ways of integration and interaction must be appropriately defined. Geyer and Bright (1995) mentioned that globalization is an innovative technique that collates the relationships between areas of the entire universe through controlling and relegation method. This, of course, makes it a process because there must be a relationship if the nations must connect successfully. Globalization means different things to different people, but all come together to one thing at the end of the day because of the vices and imperfections of globalization (Crossley & Watson, 2003).

Presently, higher education has become a tangible component of globalization based on cross-border needs corresponding to demand and supply (Qiang, 2003). Therefore, the definition of higher education incorporates much more than merely a definition of national context would afford (Qiang, 2003). Numerous justifications fulfill the argument of internationalization that has been progressively more crucial and valuable in the higher education sector (Qiang, 2003).

There are some key motivating arguments that broadly drive internationalization when it comes to graduates' academic and professional requirements. As Qiang (2003) argued, these factors have progressively reflected and currently reflect "the demands of the globalization of societies, economies, and labor markets" (p. 248). Hence, tertiary institution should recommend ample preparation to continuously make this happen. However, it is important to understand that these needs also incorporate, multilingualism, social, intercultural skills, and attitudes connectively with academic and professional requirements (Qiang, 2003).

Courses, programs, societies, and institutions equally express the importance of capacity and proficiency as essentials components of the modern time to demonstrate one's glocal ability (Gardner, 2007; Pink, 2006; Wagner, 2014, as cited in, Noweski et al., 2012, p. 71). Hence, numerous individuals especially youths, are very much convinced that the only settings to acquire "such competencies and skills are the schools" (Noweski, Scheer, Büttner, et al., 2012, p. 71).

This placed consistent pressure on the public-school systems to offer scholars with expected culture and positive minds to acquire "the opportunities and contribute actively to the new spaces of social life and work" (Noweski et al., 2012, p. 71).

Similarly, digital technology has transformed and reformed our society's approach and relationship to information. Be that as it may, the traditional ways of acquiring knowledge have been disturbed and replaced by the progressive rise in digital technology (Noweski, Scheer, Büttner, et al., 2012). However, Evans-Greenwood, O'Leary, and Williams (2015) stress the ability and capability to discover and share new knowledge. According to Kubow and Fossum (2007) studies from the past decades presented education as a significant factor in developing the individual and society. It has been consistently noted that education is mentioned alongside globalization. Presently, we are seeing and observing a flourishing interest in comparative approaches despite the political pursuing trends of international education to improve legitimized educational plans by way of comparing global operations (Nóvoa & Yariv-Mashal, 2003). Globalization is restructuring the economy of the whole world, and, in that vein, is generating fresh opportunities for everyone. Likewise, it makes it tougher for some people to adjust rapidly to varying conditions (Hromcová & Agnese, 2019). Conventional and casual education serve as "an enabler for this dynamic that may boost low-skill workers' productivity to restore their relative losses" (Hromcová & Agnese, 2019, p. 15).

Based on this, it is very essential to identify those attitudes that are directly acted towards higher education in a globalized world, understanding their effects, and the ways

they affect the well-being of individuals and societies (Hromcová & Agnese, 2019). Globalization has also altered or modified education collective policies with the way we think and study education policy (Verger et. al, 2012).

The internationalization of higher education is an adaptation of higher learning to the forces of globalization within the context of national uniqueness. Obviously, the uniqueness of a country depends on its history, cultural reality, resources, and forms the way it deals with other countries. Consequently, national individuality or uniqueness couple with culture are significant to the way higher education internationalize (Qiang, 2003). Whereas internationalization in tertiary education institutions is an avenue that interconnects globalization and cultural values into operational educational contents in institutions (Knight, 1993, as cited in Qiang, 2003).

However, globalization, as connected with internationalization, has thus, positioned internationalization as a by-product of neoliberalism. According to Hastings (2019), neoliberalism is an educational section, that progressively focus on a market concerns, renewed policies, and system of governance that merge to influence organizational strategic orientation toward a more profit-driven enterprise. Moreover, this type of governance forms the goals of education based on learning contents, and educational values as comparative to future profits and progress (Hastings, 2019). Important questions were raised regarding the purpose and relationship of education between schools, democratic life, and state governance (Hastings, 2019). Therefore, it is necessary to develop serious relationship with the insight of neoliberal as essential for recognition of the way those policies mainly serve capitalists interest, democracy, sources

of value, inclusively recognizing those purposes that can pulverized educational debates and efforts (Hastings, 2019; Zheng, 2010).

The need for a transformational and drastic change to curricula to promote global citizenship was suggested by the social transformation models of internationalization (Hanson, 2010). Presently, curriculum designers have been demonstrating the internationalization of curriculum in tertiary education institutions in most countries.

This strategy was regarded as efficient in accomplishing the international community needs (Ardakani et al., 2011). The nature of a designed internationalized curriculum is expected to reflect the local and national community expectations. However, the international curriculum is a very dynamic module of the internationalized higher education structures whereas curricula of this type are expected to manifest systematic methods and plans for the efficient implementation of educational programs (Ardakani et al., 2011).

Furthermore, curricula of this nature examine the subject matter of the indigenous people and their experience and not mere identification and instruction of art subjects but as well scrutinize the attributes of other countries and inform about the innovation and the advancement of universal labor. (Motlow State Community College, 2006a, b; Galligan, 2008, as cited in Ardakani et al., 2011), it deals with education, learning and teaching, evaluation, the measurement, and the quality of graduates and professional development also concerned with the values and intercultural understanding of faculty in Higher Education (HE) (Ardakani et al., 2011; Leask, 2009). Additionally, we need to know the disparities in impetuses and representations or reproductions for the procedure of creating

a thing as international or specifically imbibing its curriculum in an international dimension around the institutions of higher learning (Hanson, 2010).

Moreover, marketable benefit, awareness, and language mastery are outlined as inspiration for internationalization which eventually improves the global content of the curriculum and a host of other areas (Altbach & Knight, 2011). However, other areas of precise initiatives for example, satellite campuses, transborder cooperative provisions and activities, exploitation of English as principal means of teaching and discussions are systemized as ways to internationalize (Altbach & Knight, 2011).

Whereas the internationalization of HE is frequently considered to be an institutional procedure to globally compete for students, and not this alone, but as an educational process that makes scholars ready for a globalized world and able to navigate through the global competitive market (Knight, 1999). Warner (1992) identified attributes of this nature as relating to the market model in which internationalization is essential at expanding and improving the global advantage of academic institutions by enhancing competitive status. It is important that faculty think that humans are social, cultural, and economic beings and there is a need for them to reason locally, nationally, and globally (Rizvi & Lingard, 2010). Meanwhile, the clarity of this term (i.e., internationalization) is still a serious challenge to be practically dissolved by faculty even though there is an agreement about the importance of internationalization (Turner & Robson, 2008). Yet, the perceived experience still demonstrates slow achievement in this direction (Egron-Polak & Hudson, 2010; Leask & Carroll, 2011).

According to Leask (2015) when a curriculum is internationalized, it guides university administrators, faculty, vocational trainers, secretaries, learners, and researchers that are inquisitive in developing theory and practice that are global in orientation. Leask (2003) shared some challenges in the interrelationship between domestic students in the Britain and part of Oceania countries and their international counterparts. Part of the issues comprises of lack of acceptability, lack of integration by instructors, as well as policymakers, curriculum designers, and staff.

The way people comprehend the concept of internationalizing HE seriously differs, the evidence further demonstrated a lack of unidimensional concept (Kreber, 2009). Academics must be available and willing to adapt and develop ideas that will be challenging and should be supported by a wider staff group to ensure the required dedication for effective implementation after the development phase. The institution should endorse and support accordingly in the direction posed by such an institution strategy for internationalization to encourage initiatives and activities at the faculty level while a policy framework is formulated (Van der Wende, 1996).

Eith and Fye (1999) conducted a study on the perspectives of employers regarding international skills and found that most of them advocate to internationalize the community college curriculum to meet the developing needs of an upsurge diverse U.S. workforce. As a vital component of HE, especially in the community colleges in the U.S, international literacy is essential to assist in internationalizing the curriculum (Raby, 1995). Therefore, all levels of education in the U.S recognize the merits of nurturing international literacy skills through internationalizing their curricula. Despite this, it was

also discovered that the implementation is slow to manifest. For example, in the past, in California, it was discovered that most community college faculty and administrators are yet to recognize that international education is an essential educational constituent. They think of the community as an isolated phenomenon (i.e., community colleges are meant for locals alone) (Raby, 1995). According to Niehaus and Williams (2016), one of the several approaches that is mainly vital for internationalizing in HE is curriculum transformation and is very much recognizable in the United States, with the academic staff centralized at the heart of such process. Therefore, there is a need for the faculty as transformers to be exposed to more strategies that will help institutions in internationalizing the curriculum. Also, information from current studies stated that the most significant approach institutes could practice confirming student obtains the information, competence, and character that qualifies for nationality and employees' ability advancement is by internationalizing the curriculum for a fast-shifting and developed world (Green & Shoenberg, 2006).

"The Office of Global Affairs and International Studies (OGAIS)", at the institution, represents the University on international matters (Ohio University, 2020, p. 1). The main pillars of its strategic plan include international learning and studies, learning globally and teaching staff progress, and academics, and global partnerships (Ohio University, 2020). This division aims to modify the institution education contents and connection towards global engagement and proficiency. OGAIS works intimately and diligently with colleges, campuses, faculty, management groups, workers, learners, and numerous other networks all over the world (Ohio University, 2020). OGAIS

facilitates transforming the University into becoming the country's top transformative learning society which creates and supports global leaders. In this academic year, the university through OGAIS succeeded in enrolling hundreds of students to experience a glocal curriculum (Ohio University, 2020). Their department advised over 1500 students to study abroad opportunities during the 2018-2019 academic sessions. In the same year, it also succeeded in having a study abroad undergraduate student participation rate of 14%, and over 1,200 international students served with over 7,000 active international alumni (Ohio University, 2020).

Ohio University also established the following centers and departments which consistently and competently serve global and international needs. The global studies department offers students curricula on universal learning. Also, the center provides the office of global opportunities that provide the university with domestic and international education programs that incorporate study, works internships, or volunteer activities (Ohio University, 2020). The international students and faculty services (ISFS) is another office created by Ohio University, which is responsible for supporting international students, faculty, and staff on the campus and encouraging intercultural understanding and awareness. The office of global affairs was also created to foster institutional international strategies and alliances, and purposeful relations to augment pan-university internationalization endeavors (Ohio University, 2020). The main purpose of this qualitative study is to explore how the tenured faculty at Ohio University in Athens internationalize their curriculum to foster students' glocal competence.

Problem Statement

For the past recent decades, the world has been through an era of connection and interrelationship that influenced tertiary education institutions through internationalization. Consequently, the internationalization of higher education has progressively acquired the focus of educational practitioners and scholars (Kondakci et al., 2008). The evolvement of globalization has further put pressure on leaders of colleges and universities to put greater emphasis on meeting the challenges of the 21st century through global educational goals (Kehm & Teichler, 2007). In other words, global changes and challenges emanating in the present globalized world have placed unending pressure on higher education to reach beyond the borders of their countries (Said et al., 2015). In fact, various scholars developed greater interest in the development, and connection for internationalization in tertiary education institutions on the notion or idea of internationalization at the macro level (Deem, 2001; Enders, 2004; Huisman et al., 2001; Teichler, 2004; as cited by Kondakci et al., 2006).

Yet, the preceding conceptual and empirical analyses have still been disapproved of not measuring up with several significant contents in the discussions of internationalization (Enders, 2004). There is a necessity for additional explorations within microlevels, concentrating on the application of internationalization procedures in micro-curriculum and teaching. Internationalization at the macro level can be sustainable only if it is implemented at the micro level as well. There is the necessity to evaluate students' knowledge and skills in the non-Anglophone and non-traditional termini of foreign

students. Lastly, there is the necessity to explore foreign and local students' viewpoints relatively, which has not yet been accomplished (Kondakci, et al., 2008).

Several studies emphasized the traditional termini of foreign students in the United States, the United Kingdom, and Australia due to shared Anglo-Saxon features (Kondakci, et al., 2006). For more than a century, numerous universities have contributed to global events. Many U.S. colleges and universities have utilized global curricula to offer global and integrated viewpoints to the learners and to improve their curricula. This is part of campus internationalization strategies, which encompass exchange program awareness, study abroad, mobility of visiting scholars, infusion of global content in curriculum and other similar initiatives (Siaya & Hayward, 2003; Altbach & Knight, 2007). Given the fact that internationalization is a ever evolving, faculty may require support to internationalize their curriculum at the micro level. As Qiang (2003) suggest, higher education institutions should offer suitable training for them both in terms of content and inter-cultural capability and mindset.

Dynamic institutional leadership is highlighted for positive campus management. Also, a very significant factor is an organizational structure (Said et al., 2015; Kishun, 2007). Faculty growth and progress are an essential part of internationalization (Said et al., 2015). Therefore, it is required that these must be considered by the leadership in higher education for campuses to internationalize (Taylor, 2004). Stated concerns have been that members of faculty are usually found unsatisfactorily prepared to put into practice the curriculum to accomplish purposes and set goals of internationalization. Relatively, diminutive consideration has been given to the strategies and approaches that

will manifest the change. At the same time, it is also necessary to convey broader changes to encourage valuable internationalization (Devos, 2003). Similarly, it has been observed that professionals shared diminutive internationalization and organizational culture, and institutional leadership. The need to fully recognize and represent learners' experience is still not fully manifesting and improving globalization. Whereas the mobility of learners and faculty is necessarily demonstrated in cultural diversity in educational settings (Richter & Zelenkauskaite, 2014).

All the previous studies mentioned have focused on the internationalization of the curriculum at the macro or institutional level. However, there is a lack of research that explore the ways faculty experience curriculum internationalization at the micro-level of their classroom, concerning course syllabi and instructional strategies that can foster student glocal competence. The proposed study aims to fill that gap through a single case study of Ohio University.

Purpose Statement

This study aimed to explore the experience of faculty at a U.S. University in internationalizing their curriculum to foster student glocal competence. Aragon (2010) raised certain questions that are vital to answer. Questions such as how do we create a learning environment where learners nurture the skills associated with autonomous learning (initiatives, resourcefulness, and persistence)? The study focuses on how faculty make use of the curriculum to organize a welcoming and inclusive classroom where students can experience learning that accounts for both the local and global cultural contexts.

Research Questions

Yin (2014) suggested that it is important to be conscious as regards to the question posed for our study as part of major actions taken in a research process. Any question posed for research should be substantive and connected to the purpose of the study. Is the study asking who, what, where, why, and how questions? Irrespective of what the department or advisor chooses or suggests for the research, the researcher must be sure to create a relevant specific question that best correlates to the chosen method as predisposed to favor in the first instance. Based on these, the research questions for this study are as follows:

1. How do faculty lived their experience in a U.S. university demonstrate the initiative of internationalizing their curriculum to foster student glocal competence?

2. How do faculty at a U.S. university describe the essence of internationalizing their curriculum to foster student glocal competence?

3. How do faculty at a U.S. university apply and make meaning of the process of glocally informed pedagogical strategies that help sustain the internationalization of their curriculum?

4. How do faculty at a U.S. university interpret their experience in internationalizing their curriculum to foster glocal competence?

Summary of Conceptual Framework

The conceptual framework for this study is a set of models that are intertwined to appreciate, explore, and inquire about the internationalization of the curriculum in ways

that connect the global with the local. As such, the conceptual framework will combine the use of the Appreciative Inquiry (AI) model with other frameworks on curriculum internationalization, glocal curriculum, glocally informed pedagogy, and glocal competence (Jean-Francois, 2015). The conceptual framework selected for this study is inherently realistic, focusing on appreciating successful faculty efforts to internationalize their curriculum to foster student glocal competence. Lerman (2001) posited that learning activity is the task organized and presented by the teacher with a style of classroom deliberately designed to augment interactions. This is due to the considerable concept of learning activity as determined by the teachers (Andrew, 2007).

Assumptions

It is assumed that participants in this study have internationalized experience channeled in their course syllabi that integrate global knowledge and have a framework with the local context and communities surrounding their institution. Also, it is further assumed that participants would share their perspectives for the study to the best of their knowledge and abilities.

Overview of Methodology

A research design is a strategy which enables an investigator to frame the overall process of inquiry planning, data collection and data analysis to answer the research question/s related to a problem or an issue (Boeije, 2010; Dannels, 2018). This is a qualitative phenomenological single case study, which used Ohio University as the research setting. The participants in the study were faculty at Ohio University. The participants were selected through purposeful sampling. A questionnaire was used to

interview the participants. The analysis was done through coding, identification of emerging themes, and presentation and discussions of the findings.

Significance of the Study

Internationalization should be perceived as the process of assimilating both internationally and interculturally within the foremost purposes of globalizing an education system at the national and institutional level of a country (Crișan-Mitra & Borza, 2015). This study potentially affects virtually all the colleges within the university and may have implications for the students that are therein due to exploration of the perceived skills, proficiency, ability, and expertise, and the ways these listed qualities are generated, transferred, and acquired by an established positive atmosphere as positioned by the curriculum. Internationalization in HE integrates different cultures and global scopes which openly influence both investigation and instructional method (Santiago et al., 2008). More positively, the study observes those improvements augmented in learners during class sessions and the changes enabled through the curriculum in intercultural diverse settings. What are the new practices that require the use of new technology? This study seeks to gather all relevant information connected to this study for implementation soon after publication.

Limitations and Delimitations

The major limitation could be perceived interculturality in the context of these universities (Schweisfurth & Gu, 2009). The study only focusing on Ohio University as a case study. The participants will be exclusively faculty who have experience internationalizing their curriculum by incorporating global and local dimensions in their

syllabi and teaching strategies. The study is also delimited to only instructional and tenure-track faculty. Adjunct faculty will not be included in the study.

Definition of the Terms

Globalization. Globalization provides researchers with conceptual tools that analyze and understand current economic, cultural, and technological changes, and a phenomenon experienced in complicated, irregular, and varied ways by people in diverse places (Gibson-Graham, 2006; Singh, 2004). It is also referred to as the interconnection between people and businesses in an interwoven manner universally which ultimately results in international cultural, political, and economic incorporation. This is due to mass movement, which is the ability to move and interconnect effortlessly with others worldwide (Fox & Hundley, 2011).

Global Education. Altun (2017) offers global education to be responsive to global affairs, having a perception of global visions, understanding the occurrences happening in the world, and responding with an international approach to the curricula. Morris (1977) contends that global education is an uncomplicated method of providing training for citizens that are responsible for a swiftly connected society. Global education is a societal and systematic connection of the world for lifelong (lifetime) development. The development of these definitions emanates from social, cultural, racial, economic, linguistic, technological, and ecological aspects.

Glocalization. Glocalization predicts the realization that the scholarly community needs to be detached from glocalization for meaningful interpretation and appreciation of the notion, away from engaging in glocalist arguments (Roudometof, 2016).

Glocalization of education considers local and global settings of intercultural procedures and "is heuristic to push beyond the global/local binary" (Pullen, Gitsaki, & Baguley, 2010, p. 42). It is also recognized as a product conception or services meant for global market purpose but tailored or personalized to fit the indigenous cultures (Ayitey, 2018).

Glocal Competence. Glocal competence denotes an approach or mindset that demonstrates a sense of responsibility and harmony (solidarity) associated or linked with a region and the world as a glocal citizen (Hwang & Kwon, 2019)**.**

Glocal Education. Is an alternate method of exploring at advanced education with consideration of both local and global matters (Ayitey, 2018).

Glocal Awareness. Glocal awareness is having a glocal mindset and recognizing there are frequently numerous issues and concerns that need to be considered and repeatedly addressed within one's "home" (wherever that might be) and not just abroad! "Championing glocal awareness or even competency shows that one recognizes the importance of one's locality in light of the world around them" (Milman, 2014, p. 4). Glocal Curriculum. The glocal curriculum is an "intentional imaging and ordering of educational experiences" (Barnett, Parry, & Coate, 2001; Caniglia, John, Bellina, Lang, Wiek, Cohmer, & Laubichler, 2018, p. 370) "which engages students' knowledge, skills, and mindsets" (Caniglia et al., 2018, p, 371; McPherson et al, 2016; Sipos, Battisti, & Grimm, 2008). The glocal curriculum reconsiders the commitment of the three dimensions through the requirements presented by learning about sustainability problems and its solutions based on global and local dimensions and all through geographical and cultural perspectives (Caniglia et al., 2018).

Glocally Informed Pedagogy. Glocally informed pedagogy (GIP) "is the integration of locally informed pedagogy (LIP) principles and practices into a GIC to accommodate a transformative learning experience of the learner, which may contribute to glocal awareness, glocal knowledge, and glocal competence" (Jean-Francois, 2015, p. 131).

Locally Informed Pedagogy. Is a note towards a teaching and learning procedure for the cultural aspects or components purpose of individual societies and cultural considerations connected towards individual learning patterns (Jean-Francois, 2015).

Glocal Knowledge. Is a method which educational leaders must be knowledgeable to create or launch and sustain appropriate and valuable educational experiences for students by developing glocal literacy in nine specific knowledge domains: "political literacy, economic literacy, cultural literacy, moral literacy, pedagogical literacy, information literacy, organizational literacy, spiritual and religious literacy, and temporal literacy" (Brooks & Normore, 2010, p. 52). "This will enhance glocal curiosity that may help acquire glocal knowledge and potentially lead to a lived experience abroad" (Jean-François, 2015, p. 134).

Glocal Skills. These are various "skill sets that can empower, young citizens to thrive in multiple, contexts and communities and putting them into use" (Hart, 2010, p. 5). Schools are intended to educate and prepare students to enter and thrive in a global economy (Spring, 1998). The "new economic environment can only be accessed successfully by individuals who can read fluently, compute efficiently, and do both with understanding" (Mitchell & Boyd, 2001, p. 73). These are skills highlighted as wider

recognition of the necessity and requirements for students to take part in a knowledge-based economy that needs progressively advanced and specialized capabilities (Stromquist, 2002).

Glocal Understanding. "A glocalization mindset might drive a company to "think globally and act locally" in ways that go beyond social justice or environmental impact" (Fairman, 2019, p. 1).

Institutions. "Organizations are founded for a specific goal. However, an institution is an establishment that involves a building or buildings where an organization is situated to promote a specific cause" (Definitions, 2020, p.1). An *institution* is "any form of constraint that humans devise to shape human interaction." While an *organization* is a "group of individuals bound by some common purpose to achieve objectives" (North, 1990, p. 4-5). Using a sports allegory for the difference between the two definitions, it was stated that organizations are the "players of the game", and institutions are the "rules of the game" (North, 1990, p. 4-5).

Internationalization (higher education and curriculum)

Internationalization. A term used to describe the act of designing a product (e.g., curriculum) to be willingly consumed throughout multiple countries. The process is used by organizations or institutions that are eager to expand their tracks or paths beyond their regions of domicile, by diverging into international markets. It usually involves modifying products to adapt or conform to the technical needs of other countries, e.g., a curriculum suitable for different types of countries irrespective of their culture (Kenton, 2019).

In higher education, internationalization is combined with interactions and is compromise-based, which comprises curriculum, instruction, learning and services. It incorporates global, ethnic diversity, and international elements in the ways learning within works (Knight, 2004). There are various ways internationalization can be categorized. For example, it can be categorized into a procedure or method of basically infusing international dimensions in the curriculum of a higher education institution. Or a way of increasing the international diversity of a college or university campus (Rezaei et al., 2018).

Faculty. According to Surbhi (2016), the term 'faculty' means collective educators or academic staff, such as professors, or teachers, that oversee learners learning (i.e., imparting knowledge) at institutions of learning (e.g., schools, colleges, or universities). These academic staff in an educational system, are hired purposely to deliver or offer education to students Surbhi (2016).

> A faculty is a group of employees, which includes teachers, lecturers, researchers, scholars, and professors of different academic ranks such as associate professors, assistant professors, and so on. They are specialized in various fields of study and teach different subjects at the institution. Faculty not only offer knowledge as a product but also transmit culture as they educate young people (Austin 1990, p. 62).

Appreciative Inquiry (AI). Appreciative Inquiry (AI) was defined as a collaborative co-innovative pursuit to discover the best in people, their organization, and the world surrounding them. It encompasses the discovery or findings of what provides

and offers life to a living and sustaining system at its most efficient, successful, and productively proficient state in economic, ecological, and human terms (Cooperrider et al., 2003). AI is a potent method of transformation as a mode, which is competent in motivating, mobilizing, and sustaining system change (Cooperrider, 2017).

Summary

This chapter introduces the study and explains the problem statement, the significance of the study, the research questions, a summary of the conceptual framework, a summary of the methodology, as well as the definitions of key terms.

Chapter 2: Literature Review

Introduction

According to Boote and Beile (2005), a meaningful or considerably detailed, sophisticated literature review is a prerequisite for undertaking extensively comprehensive, sophisticated research. However, research is termed good because it improves researchers shared or joint understanding (Boote & Beile, 2005). It mainly concentrates on improving a mutual thought towards an issue. As a researcher, it is a necessity to comprehend what has been done before or in the past. The strengths and weaknesses of current studies, and what they may suggest (Boote & Beile, 2005). The nature of problems within education somehow looks complicated, chaotic and this makes reproductivity in education studies additionally problematic than most other areas of discipline, (Berliner, 2002; Boote & Beile, 2005) which requires a more collective, generative, and sophisticated literature review.

This is because the hastening of competition in and between schools is rife and becomes the norm at which administrators, educators, and students should all conform (Bray et al., 2014). The following sections will discuss existing literature on globalization, globalization and education, internationalization and higher education, leadership, and internationalization of higher education, glocalization and higher education, glocalization and curriculum internationalization (i.e., glocal curriculum, glocally informed pedagogy), and glocal competence.

Globalization

Globalization has been in operation for decades and several authors have defined globalization in different ways and to be able to get a clear picture of globalization, there is a need to check some scholars' views and definitions of what globalization means. In Ritzer's (2007) it was stated that paradigm, globalization may be understood as the direction in which the world considered is moving. Also, McGrew (1992) informed that globalization is the diversity of connections and interrelations between the states and communities which forms the existing global structure. It describes the technique by which actions and happenings in certain areas of the universe result to penalties for individuals and societies (McGrew, 1992). Therefore, the scope and intensity of globalization serve as the two phenomena (occurrences). It could also mean the level of intensity of interaction, interconnection, and interdependence between states and societies. The question is, how are nations brought to the global system? (McGrew, 1992).

Modelski (1972) mentions globalization as a process that involves numerous historical world societies knitted together as one global system. Beerkens (2004) argued that the point of reference is used to distinguish the different views of globalization because if globalization is mentioned or noted as a progression then a reality that must have existed somehow in previous times and probably could have caused an effect or influenced during a progression of this nature (Beerkens, 2004). There was an argument that globalization should be addressed as a physical perception, separating it from the regional and local oppression, which is an idea of power and influence, cultural notion,

notable as inaccessibility and institutional idea absent from a national perspective (Beerkens, 2004).

Scholte (2002) establishes that knowledge of globalization is significantly a function based on how the concept is defined and a careful critical investigation is required with regards to the term itself because of misguided (mistaken) fundamental idea compromises individuals' general understanding of the problem Scholte (2002). The interpretation of operating at an international level and the process of operating or turning an operation to international refers to the development of operations and this causes countries to depend on each other (Scholte, 2002). Therefore, globalization, as defined here, means disconnection from failures and connection to what brings success (i.e., the trading and profit of cultures, ideas, economy, etc. with other nations). Also, globalization has not manifested without its disadvantages. Milojevic (2006) informed that the discussion on globalization describes capitalism as an irresistible impact. Moreover, globalization is perceived as essential in the future impacting directly from the top by multinationals and states. Likewise, the world is populated by the global consumer encircled in a social profited oriented order, concentrated on needs and immediate desire fulfillment (Milojevic, 2006).

Globalization and Education

Bringing globalization down to the area of specificity of global education again means that several terms and definitions must be considered, as previously done, to determine what globalization is. However, global education cannot be appropriately defined if there is no consideration for the view of scholars or researchers. According to

Graham (2000), the term global education is not universal even though it is generally used because numerous other terms are connected to comparable educational opportunity to take advantage over the globe, comprising advancement of education, education for expansion, universal viewpoints in education, and global or universal education (Pike, 2000; Tye, 1999).

Maastricht (2002) defines global education as a viewpoint that positions the fact that modern people exist and interrelate in a globalized world that is progressive. This type of education operates as awareness to people and the certainties of the internationalized world which stimulates the people to establish a world of superior justice, fairness, and Human Rights for everyone (Maastricht, 2002). Global education also incorporates other aspects of education such as advancement education that help increase global awareness and global citizenship mindset (Unesco, 1974). However, creating a global perspective implies offering transformative knowledge and skill for students (Killick, 2015), which builds an ethic of inclusivity into civil commitment and social accountability and obligation (Bikowski & Phillips, 2019).

According to Molina and Lattimer (2013), the internationalization concept in education has been in existence for decades ago. Higher education curricula stimulated global discussion and travel-overseas programs which started sometime after the World War II. For example, the fact that the Chinese government required students to learn English in Elementary school is an instance of internationalization to ensure that their students possess language proficiency for the sake of contributing to the global market and fulfilling the global ambition of the country (Guellec & Cervantes, 2001; Molinar &

Lattimer, 2013). As the universe is turning out to be increasingly interconnected (Ang et al., 2007; Friedman, 2005; Molima & Lattimer, 2013). Therefore, venues of learning should invest in preparing learners for efficiency universally (Darling-Hammond, 2010). To better support our students efficiently, it is important that faculty understand how their individual experiences have imparted teaching practice, because "our identities influence as professional practices" (Bikowski & Phillips, 2018, p.1; Latino, 2016, p,23). The reality is that global education is systemic interaction of cultures that affect educational progress.

Issues with Globalization and the Global Education System

Present day learners exist and take jobs in a different world with different perspectives, functions, and purposes. However, advancement in all spheres have manifested a more associated and inter-reliant globe (Mansilla & Jackson, 2013). According to Bottery (2002), globalization generates and produces anxiety or lack of confidence, enhanced, or heightened external control, and fragmentation on educational organizations. Brown (2002) indicates the difficulty professionals have in influencing the market in globalization. Due to this constraint on professionals, it comes down to the problem of access, especially with economic status. Kubow and Fossum (2007) chose to take over topics and subjects of professionalism and observed schools' management and leadership in comparative education by focusing on the various approaches' globalization relates and impacts. In conclusion, the influence of globalization on civilization and the enlightening structure has been a principal apprehension that needs to be addressed. Whereas some people see in globalization a danger to traditional institutions like family

and education as a public good, Bakhtiar (2011) argue it is an opportunity for current approaches to emerge.

Internationalization and Higher Education

According to Rezaei et al. (2018), internationalization frequently concentrates on the international scopes of higher education and postsecondary education, understood, and utilized by diverse stakeholders in diverse habits in diverse countries. However, findings from Rezaei et al. (2018) reveal several variants of globalization. Similarly, findings from the same study found that internationalization definitions were also diverse (Rezaei et al., 2018). In other words, there is not just one agreed upon definition of internationalization.

The Association of International Education Administrators (2010) posed relevant questions with regards to why postsecondary institutions engage in international education. Why is international education considered to be "essential to our future?" (p. 2). In response, Deardorff, and Jones (2012) highlight the reasons were to further research, reinforce the institution's status, and introduce new revenue streams. A further response presented was based on higher education institutions' goals. Institutions are preparing graduates that are ready to launch into the world to address global challenges and increasingly interconnect with society wherever they live (Caruana, 2010); Deardorff & Hunter, 2006).

The broad visions to internationalize university curricula (Jones & Killick, 2007; Leask, 2009, 2010) are also to integrate concepts of intercultural competence, even though not constantly and unequivocally. In the United States, more institutions, are

setting their main goals towards intercultural competence development, whereby, national organizations are using global learning projects to approach it (Jones & Killick, 2007; Leask, 2009, 2010). The "Global Learning for All" project was justified based on the idea that global learning is for every learner and for the opportune ones that study abroad, and it was mandated that global learning should be incorporated throughout the entire degree programs (Deardorff & Jones, 2012).

Leadership and Internationalization in Higher Education

The diversity of leadership positions is constantly increasing, and intense interest has developed in the ability to deliver effective leadership and its relationship to gender, age, race, ethnic background, national origin, religion, sexual preference, or physical appearance (Yukl, 2013). Leaders in higher education have progressively endeavored to internationalize their institutions for various reasons (de Wit, 2002; Knight, 1999). According to Said et al. (2015), internationalization is a development of transformation which happens in the cultural, educational, and social areas of education (Kreber, 2009). Leaders within higher education should think of dimensions to accomplish anticipated change for the positive application of internationalization development at higher education institutions (Stohl, 2007). Effective leadership needs to manifest campus-inclusive vicissitudes to attain internationalization goals (Kishun, 2007). Authors consider that effective internationalization is contingent on effective leading of the campus actions. This calls for an effective institutional leadership organizational structure (Said et al., 2015).

Bennell and Pearce (1998) argue that there must be an institutional central unit for the planning and managing internationalization activities and initiatives. Expectation denotes those leaders should adopt the changes and point their organizations in the direction of better efficiency concerning attaining internationalization goals (Guo & Chase, 2011). Moreover, leaders must likewise identify the importance of strategic choice (Lim, 2003; Reichard, 1983; Childress, 2009). To strengthen broad-based education, academic justifications should underline the vital reasons to provide chances to assist learners to benefit from knowledge and diversity using a global view, understand international scopes of their foremost areas of education, and improve universal intensive proficiency and expertise (Childress, 2009; Lim, 2003; Reichard, 1983). Leadership for internationalization could be either completely or entirely from top- to down nor exclusively from bottom-up, but both. However, leaders at upper levels dictate institutional directions, approve, recommend institutional desire values, and accomplishes or achieve main concerns. However, the effort and innovation or uniqueness of internationalization depended on the faculty, administrative staffs, and sustenance components (Hudzik, 2015).

In an observation of educational leadership position Said et al. (2015) tried to find out the ways they manage change and difficulties that linked the ways tertiary education institutions internationalize their curriculum. The study further tried to determine and concentrate on the options, glitches, and possibilities of internationalization in higher education and leadership positions (Said et al., 2015). Therefore, having this insight presents certain perspectives to the tertiary institution administrators on the path to follow

so that scholars can improve their preparation as leaders in the present globalized world (Said et al., 2015). There also is a necessity for transformative learning for the dynamic contribution of scholars and teachers, with open-minded conversation and change. In this way, an in-depth thought could be a required route to ascertain a transformative learning (Said et al., 2015).

Kreber (2009) posits that critical reflection is a trip that involves individuals and the socio-cultural willingness of scholars. Even though, methods utilized across institutions towards internationalizing the curricula are diverse (Coryell, 2012). Meanwhile, Jarvis (2006) pronounces a useful learning model to deliberate how the stage of critical reflection is influenced. For example, it can be harmonized with teaching content, a form of altering taught content to suit new material and ideas, and a type of learning that offers learned content and chooses to act on incongruent ideas and approaches (Clifford & Montgomery, 2015). Most importantly, campus leaders should project in leading the development of change and internationalization efficiently (Lo, 2009). They also need to develop current resources instead of beginning innovative brand programs for the smooth running of the existing programs in addition to the quality of the programs (Foskett, 2010).

Warrilow (2012) recognized four components of the transformational leadership style. The first is charisma or idealized influence: a high level of leadership behavior that is admirable or estimable which comprises and incorporates convincing conducts that help subordinates recognize or classify a leader strongly around relevant values and as a role-model. Second, inspirational motivation: the degree of articulating a vision that

appeals and inspires subordinates to become purpose driven (Warrilow, 2012). The third

is intellectual stimulation: this involves the leader's ways and level of challenging

assumptions and entails arousing and encouraging the followers' level of creativity - by

offering or presenting an outline to help followers in seeing those links and connection to

resourceful ways of getting out difficulties or complications that might affect the mission

(Warrilow, 2012). Finally, personal, and individual attention involves how often the

leader attends to the needs of subordinates and coaches them with respect and

appreciation for their contribution to the team (Warrilow, 2012).

   Instructors or educators must be transformative intellectuals and comprehend and

appreciate pedagogy as a process or technique of cultural production (Giroux, 1992).

However, they should also be mindful of their vital role to foster critical thinking and

facilitate a transformative learning experience (Clifford & Montgomery, 2015). Ways of

teaching transformative learning can urge teachers to take risky actions, task cultural-

discipline standards, and in-depth views and thoughts on effort and selves (Neuman,

1996; Taylor, 1998). Somehow, the "problematization and critical awareness" (p. 3) of

teacher positionality is a critical component in transformative learning (Montgomery,

2014). Further findings from numerous studies revealed that many faculties lack the

appropriate skills to internationalize their curriculum and instruction (Bond & Thayer

Scott, 1999; de Wit, 1999). Furthermore, scholars such as Curro and McTaggart (2003),

Eisenchlas and Trevaskes (2003) concluded that more research is needed to study faculty

as agents of curricular. Therefore, this study will help fill the gap in the literature with

respect to such deficiencies.

The Advancement of Globalized Education through Internationalization

According to Hudzik (2015), the advancement and expansion of international learning system demonstrates an ongoing paradigm shift which means towards transforming postsecondary institutions as both global and local assets. Technology practice and usage in HE has powerfully made the world a virtual campus which makes campuses an embodiment of mobility and institutions beyond just geographic location. Therefore, the globalization of HE offers a non-campus-based setting for internationalization (Hudzik, 2015).

Awwad et al., (2015) reveal that a progressively globalized society authorizes and permits people to interconnect across cultural and national borders as the world's citizens. DeVane's (2013) study indicates that there has been a significant effect and encouragement in the advancement of global consciousness and responsiveness courses in various establishments at the University of North Carolina (UNC) because of an international awareness model. For example, at Fayetteville State University (FSU), faculty have imparted courses on global awareness from 2010 (Van Nyhuis, 2018). However, findings also posit that within the broader setting of globalization, education is presently considered as an international product that contributes outstandingly to the global economy based on investing in individuals, skills, and knowledge as a task to accomplish (Al'Abri, 2011). Even policies that guide global education have been enforced to sustain the global education system especially in developing countries (Al'Abri, 2011).

Haigh (2002) stated that numerous universities are examining better ways and methods of assimilating a larger percentage of international and intercultural, features and elements into their approaches to academic service purposes (De Wit 1999; Back et al., 1996; van der Wende, 1997). Internationalization strategies were discovered to be present in 71% of the institutions in (Childress's, 2009) findings. However, the study further deliberated the five all-embracing compensations and drives of internationalization plans as a direction for internationalization, a channel to advance buy-in, an instrument for clarifying the connotation and aims of internationalization, a means for interdisciplinary partnership, and an instrument for fund-raising (Childress, 2009). Harder's (2010) research findings reveal that throughout the hiring progression, employers appreciates international experiences more, whereby, students without international knowledge are of no worth to employers. In the United States of America colleges, internationalization is perceived or realized as a necessity as it gives assurance for learners' keenness in the existing global or international labor market.

The Rationale for Internationalization in Higher Education

According to Hudzik (2015), there are various and abundant operational reasons why internationalization is connected to higher education. However, the structure of reference is positioned on purpose and might also differ in measure and scope, official assignment, and starting point. Seeber et al. (2016) argument regarding administrative and executive justification for achievement or success is staged within legal availability of position, and status or ranking. It is also affected by systematized and viable dynamics within the setting, such as the organizational discipline (DiMaggio & Powell, 1983;

Powell & DiMaggio, 1991). Changes that occur privately within the society play a significant role as well (Meyer & Rowan, 1977; Zucker, 1977). However, current trainings on recognized advancement and progression informed on the contextuality of institutions (Zilber, 2008).

Altintas et al. (2011) findings indicated a possibly significant contribution of internationalization is the contribution to the institutionalization of the domestic industrial segment. It also established, in the previous findings, the significance of trust for institutionalization (Altintas et al., 2011). The study further discovered that internationalization is meaningful and regulates the consequence of trust in institutionalization (Altintas et al., 2011). Also, internationalization undesirably regulates the outcome of the organization on institutionalization indicating that learning procedures, progression, and experiences formed by internationalization create a higher level of structural adaptation (Altintas et al., 2011).

A study on why higher education institutions (HEIs) do internationalize found that HEIs, often entrenched in a global setting, consider internationalization as an admirable instrument. Also, it discovered that organizational goals had an impact on scholars, faculty associates, and administrators on the internationalization procedure and progression to partially envisage the importance of definite justifications (Seeber et al., 2016).

Confirmation from Hammond's (2013) study stated that graduates in advanced schooling establishments in Japan are deficient in the chances to acquire the benefits of international and intercultural skills and capabilities, and proficient foreign language

communication experiences. The mainstream of these difficulties occurs from the engrained wider structure of the country's instructive preparation (Hammond, 2013). This prevented the accomplishment of internationalization aims and purposes and not the programs themselves (Hammond, 2013). The study suggested that there is a necessity for these hindrances to be eradicated, else a reformation to permit internationalization occurrence or manifestation (Hammond, 2013).

Meanwhile, Hudzik (2015) discovered that internationalization can be a way of preparing or organizing graduates for the future (i.e., life and work) to globally produce, serve, and present opinions. Such individuals must be globally graduates that are sensible or aware, known, and are able to embrace and effect public or community engagement (Hudzik, 2015). Furthermore, justification for internationalization could be to connect organizational study resources and forces for broad purposes which include safety at local and international or global and to advance all-round understanding in a progressively interdependence purpose (Hudzik, 2015). Nevertheless, Seeber et al. (2016) also discovered that very limited of insufficient research have studied issues or influences affecting and limiting the Higher Education Institutions' justification to internationalize.

Another rationale could be the economy of the institution(s) that crave internationalization. According to Hammond (2012), in any institution of higher learning policy, the expansion of internationalization depends on the supremacy of economic rationale (i.e., buoyancy) to establish a policy that will restrict the extent and depth of internationalization actions. Seeber et al. (2016) posited that using a multilevel viewpoint is appreciated to examine those factors that are connected to an HEI's rationale(s) to

internationalize. Also, considering the assessments of related rationales relationships might be a good fit for internationalizing institutional programs (Seeber et al., 2016; Crișan-Mitra & Borza, 2015).

Internationalization and Innovation of Higher Education

There is a growing need for further active, applicable, and appropriate internationalized learning as a response to demands and expectations that newly arises (Gardner, 2007, Reimers, 2009, Stewart, 2007). For success to be evident, our students need to be intensively knowledgeable and inquisitive about matters around the regions of the world and global issues, acceptable to diverse viewpoints (Mansilla & Jackson, 2013). Also, they should develop connectivity channels across cultures and the way they speak act towards the common good willingly (Mansilla & Jackson, 2013). Most importantly, internationally globally competent people should be well versed in the performance of competencies such as investigating, recognizing perspectives, communicating ideas, and acting (Mansilla & Jackson, 2013).

There are at least two dimensions in the globalization of higher education (HE):(The competitive and collaborative dimensions. However, the request for HE has increased internationally, and it lacks speed and accomplishments due to intensity (Hudzik, 2015). Currently, there is a universally high intensity of global production of research, which augments institutional statuses and instantaneously feeds the increasing and upward requests of fundamental awareness of the civilization (Hudzik, 2015. Whereas there is a high stake for partnership which exposed that no institution or organization can be the best in whatever they do. Nevertheless, collaborating

internationally can create a winning atmosphere for associates (Hudzik, 2015). These kinds of collaborations can only occur when faculty meet the overall necessary requirements that sustain international collaborative study to solve problems (Hudzik, 2015).

The rationale for global competence however varies depending on two things, the significance of studying the world and the effective engagement of students profoundly in learning. Open-minded employers presently consider competently skilled and dependable people ready to work at an attractive cost, irrespective of location (Mansilla & Jackson, 2013). Present-day jobs require expert reasoning, unique ideas, and multifaceted communication for such are in increasing demand the world over (Mansilla & Jackson, 2013).

Globally, schools demonstrate a new principal obligation to shape and unify students for adaptation, transformation, and complexity (Suárez-Orozco, 2001, 2005; Suárez-Orozco & Sattin, 2007). Managing complexity by preparing youths, migrants, while hosting them will take promoting community, effective communication, oneness, appreciating difference, and profiting from diversity, all necessary to global success (Mansilla & Jackson, 2013). The American Council on Education (2017) presented the Center for Internationalization and Global Engagement (CIGE) model for complete and all-inclusive internationalization, which incorporates the six pillars that shape the critical parts epitomizing internationalization method and articulating all necessary institutional requirements.

UNESCO designates global citizenship as the intelligence and awareness of fitting into a larger community and shared humanity. It highlights all round mutuality and interrelation amid all round and inclusive demands (UNESCO, 2015). According to UNESCO (2014), these type of Global citizenship responsibilities is a concern everybody has, irrespective of age and background., Therefore it is an assumed duty of active roles, at local and global levels, to resolve global challenges and be optimistic contributors towards the peaceful, tolerant, just, inclusive, safe, and the maintainable world (UNESCO, 2014a). Adult learning programs and resources should highlight or underline global citizenship and sustainable development goals (SDGs), liberation and transformative approaches (UNESCO, 2014a).

It will be interesting to upsurge awareness and encourage learners concerning deliberate analyses, empathetic, and renewing their experiences through procreative words and themes. Supporters of the 'critical pedagogy' movement highlighted the political aspect of education, and focus on the direction of critical consciousness, emancipation, liberation, social justice, and political action (Nikolitsa-Winter et al., 2018).

The Requirement for an Internationalized-Based Curriculum in Higher Education

Green (2005) in the American Council on Education (ACE) publication recognizes the instrumental value of internationalization, especially in the United States Higher Education. ACE observed that education of high quality should prepare, organize, and make students reside and work in a world of cumulative multiculturalism also lessening and reducing boundaries and limitations. Generally, curriculum

internationalization has to do with generating corresponding probabilities for information

and development for each learner admitted by a university. It is about generating oneness

for those who are motivated to compete in certain facets of education and assessment

(Einem et al., 1999).

According to van der Wende (1997), one of the utmost significant goals of the

internationalization of higher education is inculcating international necessities or

demands into the curriculum. Even though the intensity of work in internationalizing the

curriculum in higher education is complicated (van der Wende, 1997). Nevertheless,

there is a very low body of literature that has emphasized how to accomplish such a

curriculum (van der Wende, 1997). Suggestions from Harari's (1992) study encourage

incorporating internationalization into the curriculum, which is achievable through the

infusion of disciplinary courses with international content.

Furthermore, Clifford and Montgomery's (2015) findings signify that for over 30

years, almost all the universities in the world have agreed on internationalization. Yet,

suggestions of internationalization for transformative learning via curriculum have been

given little thought or reflection. Hudzik (2015) suggested, expansiveness of conceptual

and operational shelter for internationalization to widen the potential capacity

dimensions. For example, all-inclusive internationalization is a containable label to

accomplish such. However, this could be an organizing model for a whole institution and

could be utilized by HE departments or professional programs. ACE perceives CI as

internationalization that is prevalent all over the institution that affects a wide range of

individuals, programs, and policies, which ultimately leads to more in-depth exciting change (Olsen et al., 2005).

Coryell et al. (2012) conducted a study, which confirmed that transformative learning necessitates important vicissitudes in areas of personal and social viewpoints of scholars and faculty. The study further revealed that campus internationalization necessitates profound thoughtfulness and gratitude in an institutional setting, as well as the need to reinforce these approaches through collective thought on the meaning of internationalization and how it ought to influence scholars' knowledge in an institution (Coryell et al., 2012). It also found as a composed ways of assessment methods to evaluate internationalization accomplishments and learning outcomes (Coryell et al., 2012).

Internationalization in U.S. Colleges and Universities

According to Helms and Brajkovic (2017), the 2016 Mapping Survey data revealed that internationalization persists in obtaining and achieving impetus and power among U.S. colleges and universities. Statistics also revealed that 72% participants in the study specified acceleration of internationalization currently, as equated to 64% in 2011. However, the proportion of institutions reporting elevated or enormously elevated heights of internationalization upgraded from one-fifth in 2011 to 29% in 2016. The percentage of institutions portentously short or actual short in internationalization heights, came down by 11% subsequently in the last repetition of the survey (Helms & Brajkovic, 2017). The articulated institutional commitment section of the survey showed a large percentage of U.S. colleges and universities have expressed their obligation and

commitment to internationalization via their mission and vision statements and strategic plans, with rising tendencies obvious in all sectors through the years (Helms & Brajkovic, 2017).

The survey also confirmed data in financial sustenance to achieve internationalization endeavors but experienced delayed efforts in assessing internationalization progress (Helms & Brajkovic, 2017). Moreover, 49% designated that universities' mission and vision statements explicitly referred to internationalization or international or global activities (Helms & Brajkovic, 2017). Meanwhile, a comparable proportion of 47% has incorporated internationalization as part of their main concerns as attached to their deliberate tactics, while 2011 data shows 27% of institutions with a separate strategic plan that explicitly focuses on institution-wide internationalization (Helms & Brajkovic, 2017).

In the area of financing internationalization, statistics demonstrated several colleges and universities (i.e., 70%) are dedicating significant resources to internationalization efforts by aggressively pursuing external funding (Helms & Brajkovic, 2017). For example, doctoral and master's institutions expectedly will report a funding increase. Whereby 21% of the institutions have created a formal strategy through a committed fundraising campaign to increase money to boost internationalization or related activities (Helms & Brajkovic, 2017). The 2016 survey displays the declined statistics of intuitions' assessment of internationalization from 37% to 29% (Helms & Brajkovic, 2017).

An American College President Study (ACPS) discovered that under half (45%) of responding presidents have international experience (Helms & Brajkovic, 2017). Twenty-one percent have professional experience overseas, 16% studied outside the United States, while 12% have received an international grant, 8% were born outside the United States, and 7% have been employed by higher education (Helms & Brajkovic, 2017). According to Getz et al. (2017), curriculum, co-curriculum, and learning outcomes revealed that viewing the general percentage of colleges and universities that currently make efforts to internationalize students' syllabus remain stagnant, whereas the proportion of institutions reporting the movement of such efforts have also dropped quite considerably by 10% and 16% (Getz, et al., 2017; Helms & Brajkovic, 2017). Almost 64% of institutions have indicated international student learning outcomes for all students, or for students in some schools, departments, or programs which is a rise of 9% points in 2011(Helms & Brajkovic, 2017). In 2016, 49% of institutions stated they have an international component their education system (Helms & Brajkovic, 2017). In 2016, 46% of institutions indicated they have "foreign language requirement for undergraduate graduation, 17% for all students, and 29% for some students" (Helms & Brajkovic, 2017; Murty, 2020: p. 278).

Glocalization

Glocalization came into existence through the combination of the two words global and local. However, the term glocal and glocalization are noted to be business jargon in the past that originated in the 80s'. Clark (2003), like Robertson (2018), however testifies that the concept of glocalization was initiated from the Japanese term

"dochakuka," meaning "global localization" (p. 191), which denotes a way of globalizing within the local communities. According to Mathews (2016), Robertson (1995) mainly developed the term "glocalization" as a way of deliberating the procedure of exchanging synchronized worldwide and commercial powers. The local and the global were documented as words that convey and describe glocalization and the association of both (Robertson, 1992; Boyd, 2006). Jean-Francois (2015) argues that there are contradictory accounts about the source of the term glocalization, which contrasts the conclusive statement of Mathews (2016). The book further considers a few authors' thoughts. For example, Ohmae's (2005) contended that glocalization originated from Japan and speculation stated that it was first used by the "Sony Corporation's CEO Akio Morita, as a slogan-think globally, act locally" (p. xix). Mathews (2016) states that glocality upholds the concept that to comprehend the local, the individuals or persons must have a better understanding of the global, and vice versa. Meanwhile, Jean-Francois (2015) argued that such individuals should be able to possess a certain level of knowledge through education. This will assist in providing expected knowledge to such student(s) or (individuals) who can then promote or impact every aspect of their culture and communities. Mathews (2016) further proposed that global and local education possess the capacity to assist learners' study by investigating matters that influence the society and the entire globe.

Jean-Francois (2015) made it clear that the assemblage of the world's society and the interaction or collaboration and interdependence that occur amid them forms a global society. Therefore, it is believed that glocality confirms the idea or notion that individuals

must understand the global to understand the local and vice versa (Banks, 2007; Brooks & Normore, 2010; Jean-Francois, 2015; Ladson-Billings, 2007; Mathews, 2016). However, the question remains; thus, in what way do individuals effectively or positively plan and direct their lives locally while interacting globally with the world? (Sarra, 2008)

Glocalization and Higher Education

Glocal and glocalization is a combination of global and local and they have their impacts and effects on the socio-economic and politics that involves local and global communities (Patel & Lynch, 2013). According to Barndt (1997), glocal education understands and perceives the local-global pressure as a complicated and dynamic connection and correlation and not as a separation. Therefore, education that appreciates societies' and their individuals' day-to-day lives and individual histories will attract and feed the genuineness of the local. Also, education that acknowledges the global and the local and the global within the local, and the globe as a place of locality, will often discover personal narratives within the bigger picture of numerous social histories (Barndt, 1997). However, our understanding that education transpires within the complication of the society structures and assist the thoughts and reality of the importance to appreciate the need to expound on the connection between education and society (Jean-Francois, 2015). To properly understand and appreciate glocal education, it is imperative to comprehend what local society and global society are.

According to Jean-Francois (2015), society manifests globally, and "the world is a collection of different societies" (p. 3), which simply means that society is both a local and national entity. Also, the collection of world societies involves its interaction

occurrences, and interdependence within the manifest global society which fits into the terms that exist in a global village, global society, and global community (Rajaee, 2000; Jean-Francois, 2015). Now education stands out glocally (as a social force within societies as it manifests in the global context). Therefore, understanding what education is, will be very helpful. Simply said, learning means transfer of knowledge (Shepard, 2005). It is a social institution accountable to methodically transmit knowledge, skills, and cultural values in a formal arrangement (Kendall, 2002). Moreover, understanding education as a system (i.e., a set of structures, functions, and principles) that functions nationally within a subnational part is vital for the understanding of glocal education. It is important to understand that education makes a society function as a social system and serves a vital purpose in society (Jean-Francois, 2015).

Harth (2010) deliberately asked the following vital questions that ignite further explanation base on an emergent "glocal" reality backdrop. They were looking at those relevant questions that could be asked such as, the type of education young citizens need to help them develop useful identities and connections to multiple communities. Is there a way educators can prepare these young ones to accomplish this type of interconnectedness and dynamic character? Is there any level of competence, knowledge and perception that is best to empower young citizens to flourish as glocal citizens? Jean-Francois (2015) answers and explains that there is a need for formal education through local or national education subsystems. These could occur through the following levels: pre-school (kindergarten), primary or elementary school (5-7yrs formal education), secondary or high school (6-7yrs formal education), and post-secondary school, tertiary

education, or higher education (for higher certifications). All these occur as a process from one level to the other in a formal setting. Furthermore, the purposes of education are numerous, e.g., social (to raise responsible citizens), economic (to train productive workers), and political (to develop leaders). (Abon, 2020, p.25; Jean-Francois, 2015)

Glocalization has the power to capture the influence of local and global socio-economic and political concerns through discourse and action. This can generate an incomparable and captivating learning experience for both learning communities (Patel & Lynch, 2013). When "globalize learning and teaching" is discussed, it form an association with the curriculum and teaching contents at both local and global society and endures by acting in the best interest of people without partiality (Patel & Lynch, 2013, p. 223). Glocalization of higher education, might differ in date, somewhat unagreeable, with certain deficiencies on internationalization (Absalom & Vadura, 2006; Pimpa, 2009; Welikala, 2011), yet it remains an all-inclusive viewpoint that supporters for the elimination of ethnocentric and cultural equivocators who have political agendas in higher education. It endorses and inspires third culture building, therefore indicating high regard for the cultural contributions of diverse cultures.

According to Patel and Lynch (2013), learning becomes real and active when contextualized within the local setting because such setting forms edges around the learner's experience and lived reality. More so, emphasis on glocalized teaching and learning manifests a crucial consideration and insight of essential and appropriate links between the local and global viewpoints of learners. Besides, involving glocal viewpoints and glocalized discourse within learners will protect away from hegemonic inclinations.

Finally, the glocal approach adoption to education possesses the probability to eradicate negative and detrimental traits generated by the internationalization of curriculum dialogue which has extensively dominated views and opinions of international student involvements in glocal learning. It is important that instructors consider the type of pedagogy they practice in delivering classroom contents and the impact such have on learners. The reason been that glocalization of education considers unified perspectives and diverse connective cultural measures that enforces further than the community and the world (Patel & Lynch, 2013; Pullen et al., 2010, p. 42). It further empowers students to investigate and uncover through personalized and shared experiences boldly in classroom. Furthermore, students and instructors are enforced to pursue innovations, resourcefulness, and findings from positive perceptions avoiding unprofitable principles and beliefs (Patel, 2012).

Glocalization and Curriculum Internationalization

Glocalization promotes a learning experience that is encouraging and promotes the learners' improvement in a glocal experience through a vital academic and cultural discussion and interchange of global and local issues (Patel & Lynch, 2013). Nevertheless, the concept of internationalization in HE is known as the international students' recruitment, academic programs marketing and courses, and teaching of English as a Second Language to scholars from Asia, Africa, and Latin America. In some parts of America and some European countries, diverse forms of internationalization were permitted. However, research frequently informed that these models demonstrate cultural adaptations of foreign learners in other nation instead of a courteous barter of cultural

competence (Leask, 2009; Knight, 2006; Pimpa, 2009; Welikala, 2011 as cited in Patel & Lynch, 2013).

The third culture space construct as underpinned by glocalization is the source whereby different communities' cultures gain and pull strength to create, develop and shape a respectful, engaging, and inspiring third culture model which is extensive (i.e., all embracing), responsive (i.e., approachable), future-oriented (i.e., focus) and open-ended (i.e., receptive) with growth prospective (Lee, 2003; Patel & Lynch, 2013). This understanding of glocalization correlates with the notion of numerous curriculum viewpoint which epitomizes the program of study in the Universities (Welikala, 2011). The glocalization of HE is an all-inclusive viewpoint that supports the elimination of ethnocentric and culturally negativist political plans in HE that discourages models that fall short of internationalization (Patel & lynch, 2013). This also supports and inspires third culture building by demonstrating respect through the involvement of various cultures (Absalom & Vadura, 2006; Pimpa, 2009; Welikala, 2011). The influence of glocalization informs a just (social) and accountable ethics structure that establishes learning and teaching in a courteous, unbiased, and inclusive learning setting. Whereby such a measure dissociates from the internationalization of a curriculum that is inherently dominant (Bates, 2005).

As Mannion (2015) indicated, glocalization assists in capturing the idea that the local and the global include each other. In that context, a glocalized education involves a glocal curriculum and requires a glocal pedagogy (Patel & Lynch, 2013). It is a fact that

internationalization, is a target of many universities, and it influences features of

instruction and study (Patel & Lynch, 2013).

According to Helms and Brajkovic (2017), the CIGE Model for Comprehensive

Internationalization, comprises six pillars outlining crucial parts that collectively

represent a comprehensive internationalization approach:

- Pronounced institutional responsibility: Assignment declarations; strategic plans; funding allocation; formal assessment mechanisms.

- Organizational assembly and recruitment: Reporting structures; "staff and office arrangements" (p. 1).

- Record, booklet, and education outcomes: Universal education and linguistic conditions; nonacademic events and curricula; definite scholar education consequences.

- Teaching staffs' rules and performance: Employment rules; fixed period and advancement guidelines; teaching staffs advancement chances.

- Scholar movement: Education in a foreign country curriculum; global learner hire and assistance.

- Collaboration and corporations: Authorized partnerships; combined grade and "dual/double degree programs; branch campuses; other offshore programs" (Helms & Brajkovic, 2017, p. 1).

Figure 1

CIGE Model for Comprehensive Internationalization (Helms & Brajkovic, 2017, p. 2).

Note. Figure 1 is the CIGE model for comprehensive internationalization.

The arrow that runs along the bottom is a crucial element of the CIGE Model that shows how the pillars interconnect with one another. Advancement and improvement in one area influence the level achieved in the others (and vice-versa). Institutions' attitudes toward internationalization differ based on their distinctive conditions and goals. Nevertheless, an extensive investigation at colleges and universities nationwide using this model offers a beneficial framework to understand and appreciate comprehensive internationalization. However, the practice, achievements and challenges related to comprehensive internationalization must continue to be the focus of both scholars and practitioners.

Connecting the models through Appreciative Inquiry (AI) inclusively with the Leask (2015) framework for internationalization and the CIGE model of comprehensive internationalization will not be complete unless the models are melted down into the glocal contents. This will enable a dissolvable solution to assist the faculty to transfer

knowledge and individuals to better connect and absorb transferred knowledge glocally

(Leask, 2015). The diagram below shows how internationalization and its contents

connect with glocal competence to enable the content of glocal competence to be

absorbable and appreciable.

A conceptual framework of the internationalization of the curriculum (IoC) was

developed by Leask (2015). This framework links the program layout and the courses

with levels of framework established (Figure 2). However, each layer interacts directly or

indirectly and inspires each other, and concludes by creating complex conditions (i.e., a

set) that influences curriculum design across disciplines. It further describes the various

and separate understandings of internationalization and IoC within and across regions,

countries, universities, and disciplines (Leask, 2015).

Figure 2

A Conceptual Framework for the Internationalization of the Curriculum (Leask, 2015)
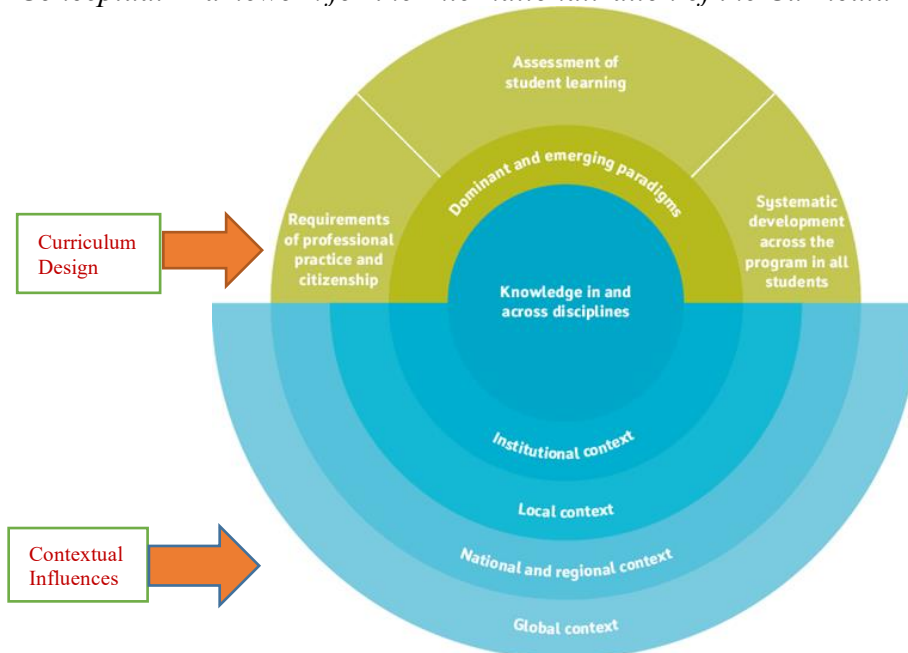
Note. Figure 2 is the framework for Internationalization of Curriculum.

It aids in explaining the variation of understanding of IoC between disciplines in an institution, or in-between similar disciplines at different institutions (Leask, 2015). The components of the conceptual framework are as follows: Building awareness within the program, and developing foremost pattern, as requirements of specialized training and nationality, learners' evaluation, methodical changes all around learning structure, context at all levels of local and international (Leask, 2015). A breakdown for further explanation of the conceptual framework follows (Leask, 2015).

Knowledge in and across the Disciplines: This is the heart of the framework. According to Becher and Trowler (2001), the term academic discipline could be challenged because people involved in academics to a certain degree do not know what

the term discipline means. As a source of knowledge, disciplines have unique cultures (Becher & Trowler 2001; Mestenhauser, 2011) that aligns with academics (Leask, 2015). Individuals are associated with these entire international societies whereby they cultivate a perception of identity and separately contribute their values and ethics in the ways they live and operate (Becher & Trowler, 2001; Leask, 2015).

Nevertheless, the development of certain disciplines has resulted in limited focus due to a lack of mutual exchange of ideas, norms, and global viewpoints, (Bartell, 2003). The IoC opinions on academics exist relative to the experience of the individual discipline (Clifford, 2009). The upper part of the framework (Figure 2) is engaged with curriculum design through the requirements of "professional practice and citizenship, assessment of student learning, systematic development of knowledge, skills, and attitudes across the program" (Leask, 2015, p. 30). Educators primarily decide on curriculum based and on the major concepts as connected to their specialization (Clifford, 2009; Leask, 2012).

Dominant and Emerging Paradigms

The curriculum design process comprises a sequence of choices as regards the knowledge to be incorporated and skills and attitudes to be developed (i.e., what and who). Discipline communities are endowed with their own identifiable cultures, but at times they are restricted within work paradigms by what they think and do. (Becher & Trowler 2001; Clifford, 2009). Therefore, critical decisions on information to be incorporated within the curriculum, methods of teaching, and learning assessment frequently are decided to accomplish, according to dominant paradigms, with slim or no

reflection to alternative models, development approaches and distributing knowledge and professional practices (Becher & Trowler 2001; Clifford, 2009).

It is a difficult assignment for academic staff to think beyond dominant paradigms, that it is an essential aspect of processing curriculum internationalization, also by discovering evolving paradigms and envisioning and conceiving modern possibilities and ways of thoughts and execution of ideas (Becher & Trowler 2001; Clifford, 2009). Through the process of academic staff socialization, a sense of identity has been developed and individual dedication and associated performance through shared values, ideas entrenched in the main standards of their discipline or self-control groups. Hence, a lecturer or teacher is culturally indebted due to their corrective training and reasoning (Becher & Trowler 2001; Clifford, 2009).

Requirements of Professional Practice and Citizenship

Important considerations for qualified or skilled practice and citizenship include curriculum (what works and what does not work) but also moral responsibilities is a key factor that is positioned alongside the three levels of citizenship (Leask, 2015). All these are critically considered when decisions are being made particularly when a qualified organization from the external environment have assessed and recommended the program (Leask, 2015). The critical questions necessary to consider are: what global and intercommunity awareness, competence, and approaches will be mandatory for those that are in the upper-level degree known to be experts? (Leask, 2015). What global and intercultural awareness, competence, and approaches will be essential to be an accountable global citizen? (Leask, 2015).

Assessment of Student Learning

Putting into consideration those contents a teacher would envisage learners to do at the end of any program and as graduates are crucial in designing a curriculum (Leask, 2015). However, this becomes a tool for planning assessment various levels in the program, making sure advice and comment are offered education cum learning skills across different variety of courses at regularly on performance and progression? (Leask, 2015). Feedback is very important in an internationalized curriculum to assess student achievement based on obviously communicated international and intercultural learning goals (Leask, 2015). Again, the key questions to be considered are: what will be considered as the need for students to be able to prove acquired expertise, skills, approaches, and mindsets that are recognized as essential for professional or specialized practice and citizenship in a globalized world? (Leask, 2015). How can or when will such development and accomplishment be evaluated? What type of advice or response will such students receive in progress? (Leask, 2015).

Systematic Development across the Programme

"In an internationalized curriculum, careful planning must be manifest alongside the development of international and intercultural knowledge, skills, and attitudes" (Leask, 2015, p. 4). Partnership with colleagues, and coordination across a program of study must be considered (Leask, 2015). Language capability and intercultural competence skills should be entrenched in numerous programs operating during the stages of learning. Understanding that learners will approach their learning with different abilities, it is, therefore, necessary to have an array of strategies to support them and help

them achieve anticipated experience results when the learning stages are over. Importantly, helping learners unceremoniously in their study must be connected to encourage formal curriculum work (Leask, 2015).

However, it is important to provide a place to develop the intercultural competence at recognized or unrecognized settings within learners' studies (Leask, 2015). Also, it is important that they must all be exposed to chances offered to them to acquire identified intercultural competences. In addition, "chances must also be offered for learners to increase acquired accomplishment above ordinary level" (Leask, 2015, p.5).

Institutional Context

The ever changing social, economic, political, and technological forces of globalization represent a constant pressure on colleges and universities to adopt policies, priorities, and focus that fit the larger purpose a globalized world (Bartell, 2003). Inclusively, there is a need for students' preparation to acquire the information and services needed for the job market and there is a demand for a global personality (Bartell 2003; Mestenhauser, 1998).

Institutional assignment, code of conduct, rules and procedure, and significances connected to academic staff and students who partner through taught programs impact and inform the research. Specific curriculum policies in a globalized resources and the communities might affect certain ways presented to the group that organize learners learning contents (Leask, 2015). The formal curriculum of every institution with its unique mission, ethos, policies, and priorities is reflected in numerous ways through the

range and focus of degrees offered, funding priorities and incentives, international

collaborations and partnerships, and professional development opportunities (Leask,

2015).

The informal curriculum of numerous extra-curricular events, support, and helps

accessibility to learners' and serves as essential phase that stabilizes the setting that

enacts the recognized programs of study in any college or university; define the total

student experience as shaped by the university vision and mission (Leask, 2015). The

crucial questions for evaluation or assessment are: What resolution, culture or

philosophy, strategies or measures, and main concerns regarding internationalization are

central or influential? What facilities, projections for knowledge, and postponement exist

to sustain internationalization beyond the formal curriculum? In what ways can one link

with them? What are other possibilities? (Leask, 2015).

Local Context

Cross, Mhlanga, and Ojo (2011) established that the university is situated locally

as a campus but operates within a global context. Developing students who are morally

principled community residents to understand those association amidst the residents or

people (i.e., social, cultural, political, economic conditions), the state couple with

international is a critical feature of internationalizing learners learning contents (Cross et

al., 2011).

Therefore, leaners' engagement with these influences is a vital part of emerging

their capacity as reflexive citizens and professionals to think in the associated setting

(Leask, 2015). The key questions that could be noted are: How does universal

interassociation and interrelationship impact community circumstances as regards to experts and residents? (Leask, 2015). In what way do multicultural contents and movements influence experts' preparation? In what manner could certain differences manifest around circumstances now and in a different location, or even in the nearest future? How can these influences make these freshly qualified specialist accomplished as specialists and residents? How will such fresh specialist be able to be accountable as experts and residents while staying interrelated in the present globe? (Leask, 2015).

National and Regional Context

The options and resources that are available to internationalize the curriculum depend for a large part on the national and regional contexts of a college or university (Teichler, 2004). In diverse regions and the countries within them, dimensions, financial power, global significance, the means of communication of the people, and academic standing of the federal structure of advanced schooling relate in distinctive avenues which initiate and form internationalization objectives and aims (Teichler, 2004). Institutions develop their internationalization strategies and policies based on their regional and national landscapes (Teichler, 2004).

International students' recruitment and extensional universities' connections with others in the region will influence the internationalization of the curriculum (Leask, 2015). (Leask, 2015). The key questions to be considered are: What is the main internationalization culture within the region? Why? What prospects does the internationalization culture offer to students generally and graduates specifically? What restrictions does it require? In what ways can the expectations be manipulated as a

prevalence above manifested limitations for program internationalization purposes? Where is the possibility, and necessity for the future? (Leask, 2015).

Global Context

Higher education has been transformed by globalization all over the world and have become a controlling power of Western learning patterns (Marginson, 2003). The Western models define what knowledge is, as well as who is capable and competent to comprehend and affect that knowledge (Goodman 1984). It is essential that professionals in education (i.e., developed and the developing world) confront the neoliberal construction of globalization (Mok, 2007). In the process of the IoC curriculum designers and faculty should contemplate the world as is in comparison to the world they envision (Leask, 2015). Approaches to these questions will impact their teaching and, coupled with their experiences, it can be integrated into the curriculum through specific learning outcomes for graduates (Leask, 2015). Essential questions to be reflected are: What type of universe do we dwell in? So, in which pattern do we imagine our kind of humanity to be? What are the best ways to prepare our learners to contribute morally and sensibly in the world presently and in the future to come, as both experts and residents? (Leask, 2015)?

Glocal Curriculum

According to Patel & Lynch (2013), when a glocal perspective is entrenched within the HE curriculum, experience it encourages educators and students to delve into local and universal viewpoints that will positively improve earning. HE must be responsible for the provision of appropriate opportunities for prospective graduates to be

effective and involved citizens within a chaotic global economy whereby such graduates must be responsible for their acts.

Furthermore, Mannion (2015) suggests that "glocal citizenship education and glocally oriented pedagogies" propose additional comprehensive educational chances for global citizenship education because "glocal pedagogies" respond to contemporary environmental and social matters in a method that accounts for combined and unified nature of glocal procedures (p. 10). Learning becomes effective when studied within the context of the local framework because such context edges the learner's lived experience (Niemczyk, 2019). Concentrating on glocalized teaching and learning is significant and relevant for the linkage between learners' local and global perspectives. Global and local learning intend in offering capability that acknowledge self, based on the account that bonded humanity from community contexts and certainties (Niemczyk, 2019). When adopting a glocal method in education, there is a possibility to eradicate undesirable and unwanted facets generated through all-inclusive program conversation which have dominated the insight of international student involvement in glocal learning (Patel & Lynch, 2013). The dominant culture of the western-centric concept and expertise-based learning has overshadowed higher education standards of assessment and evaluation which have relegated the international students to be less capable contributors in their learning environment Patel & Lynch, 2013). Therefore, glocal education is directed to offer the ability of self-recognition, which is interconnected with the world, while also delivering local experiences (Niemczyk, 2019). In integrating global and local content, community education, commitment, linked with influence are merged alongside

international interaction, partnership, associated with awareness creation (Caniglia et al., 2017).

Glocalization emphasizes augmenting learning quality for local and global learner cohorts via mutual thoughtfulness and collective values at a profound academic level in correlation with social commitment. Therefore, international HE institutions are strengthened to change their programs towards learning quality within a glocalized engaged context to help the learner and teacher cohorts to compete for injustices on the local and global (glocal) scale across socio-economic and political boundaries (Patel, 2017). The glocal method of education is based on the way educational institutions transfer global realities understanding, opportunities, and challenges as associated with a local setting. Also, emphasizing the ways educational institutions convene, the task of addressing local needs during global realities is the focus, while achieving global aspirations and ambitions. Therefore, to maximize glocal consciousness, it is essential to recognize that when global local learning is centralized it brings new inventions emanate fresh networks (Niemczyk, 2019).

Glocally Informed Pedagogy

At glocal education levels, schools should establish a culture that encourages students to explore and comprehend current social realities and issues. Educators should familiarize students with global and local realities that relatively interconnect (Niemczyk, 2019). "Pedagogical frameworks in HE offer various opportunities to enhance glocalized learning" (Absalom & Vadura, 2006; Niemczyk, 2019, p. 1; Pimpa, 2009; Welikala, 2011 as cited in Patel & Lynch, 2013, p. 228). Creating a unified and interdependent society

requires that, institutions of learning should establish a culture that inspires learners to be inquisitive and understand contemporary societal real-life occurrences. Lecturers and instructors should also familiarize students with universal and community certainties that comparatively integrates (Niemczyk, 2019). The implementation of glocalization as a structure in HE allows for a shared viewpoint with stakeholders that may be explored to promote intuitive glocal thinking (Patel, 2017). In addition, this helps internationally manage the reputation of the educational institution that attracts global and local thinking and global and local actions, which should be constantly integrated into the strategy and action (Wakefield, 2007). Students should be educated and empowered to realize their full potential as glocal citizens impacting the local and global community through peaceful and sustainable contributions to the future (Niemczyk, 2019).

Niemczyk (2019) states that as glocal citizens, students should be educated to advance awareness of dual citizenship that embraces rights, freedom, and responsibilities. Patel (2017) however, projects that the glocalization of the HE framework should be authorized as a core curriculum framework that integrates the conventional curriculum with a transformational program. Teaching students to acknowledge their complex status in the world provides them a further accurate view as citizens of a nation and the world (Niemczyk, 2019). Based on this, a glocalized curriculum must cross-examine and expose underlying corporate agendas, socio-economic, and political injustices and enable social change. It should be recognized that in a glocalization curriculum, learners and teachers are collaborators, co-constructing shared learning (Patel, 2017).

In the HE context, glocalization is the courteous interchange of shared capital between students and educators in informing and enhancing HE educational training (Patel & Lynch, 2013). However, there is a need for teachers to develop a rationale for glocalization and design diverse glocalized learning experiences by considering suitable and applicable glocalization interventions throughout the semester which align with events and assessment (Patel & Lynch, 2013). Jean-Francois (2015) argued that glocalization commenced as an optional framework characterized as glocal HE. The author further stated that glocalization can stimulate strategic alliance with flexibility and receptiveness, at international HE levels and converts it to "glocal HE for better individual responsiveness to local values, while still open to globality" (Jean-Francois, 2015, p. 71). Based on Welikala's (2011) information on missing international pedagogies, it is apparent that most HE institutions [assume] difficulties, matters and necessities of the international learners with an overimportance on cultural facets of learning, while individual values and patterns of learning are ignored.

Jean-Francois (2015) stated that through collaborative framework efforts the glocal melts the global. Effective glocalized learning should embrace a proven selection of challenging activity, assessment design, and resource components. Such challenging activities will sustain inclusivity, diversity, equity, the design of assessment, and provide access to resources (Jean-Francois, 2015). "Activities of this nature must offer local and global learners the opportunity to contribute and communicate their individual and collective glocalized viewpoints" (Patel & Lynch, p. 227). Outrightly, the assessment involved should also integrate a wide range of inclusive standards that acknowledges and

rewards diverse viewpoints (Patel & Lynch, 2013). Teachers should take advantage and apply every single chance to validate differences in language and thoughts (Beneke, 1983), as a finest-preparation technique to encourage learners' assurance across the importance of having the knowledge of cross-enlightening or social skills obligatory for instructing the global learners (Kettaneh, 2016). "In the glocal HE curriculum, internationally acknowledged academic principles should adjust to locally informed pedagogy (LIP) via the local context of learning assessment" (Jean-Francois, 2015, pp. 94-95. The outcome from glocal pedagogy assessment may be utilized in the context of a glocal HE curriculum which could notify transcultural teaching and learning habits targeting transnational commitment (Jean-Francois, 2015).

Glocal Competence

According to Jean-Francois (2015), the global market workplaces are situated universally, placing workers in unique circumstances of interaction in locations that require a culturally diverse workforce and culturally diverse beliefs, interpersonal relations, and lifestyle. Whereas there is an indication that there is a need for globally competent managers for these multinational companies to succeed (Caligiuri & Di Santo, 2001) mention that in the 21st-century there is a need for skills and consciousness of diversity as regards values, corporal and inclusively with the usual biosphere, and capacity to evaluate matters through several viewpoints. Also essential is the capability to collaborative with others, couple with community and obligation to work and cooperate intelligence (Mathews et al., 2015; Mathews, 2016). These skills impact individual global

expertise and require the ability to recognize and act on concerns of global importance (Boix-Mansilla & Jackson, 2011).

Several international organizations have carved out ways that includes impermanent or interim and expert appointments (Brake, 1997; Forster, 2000), that demands building globally capable and competent managers. Also, to become a global manager, such individuals should possess a globally competent mindset that includes readiness for engagement and interaction with other individuals' viewpoints (Rhinesmith, 1996). Moreover, having a degree from overseas is not a determinant for substantial labor market rewards (Brooks & Waters, 2011).

Numerous HE institutions all over the world, have the affinity to prepare competitive and viable graduates worthy to compete in a world that is interconnected (Jean-Francois, 2015). In this vein, the student should be universally challenged, aware, and knowledgeable, based on the point that development through global proliferation has transfigured the entire universe into an information highway (Green & Olson, 2005). The main reason to have the program, global internship, global collaboration, and interaction is to prepare international administrators an international mind that is locally involved as critical thinkers, who are creative, vibrant, and reasonable communicators, flexible, and non-rigid (Ayitey, 2018).

Presently, HE institutions are planning and deciding for students to have global encounters via international learning. Meanwhile, colleges and universities have pioneered international awareness and understanding and incorporating the contents within their objective and goals and their programs (Sklad etal., 2016). Similarly, The

American Association for Colleges and Universities advises members to have community awareness and appointment at resident and universal and intercultural awareness or capability (Sklad et al., 2016) as outcomes and objectives. This calls for glocal education and competencies requirements are rooted in glocalization (Sklad et al., 2016) while perceiving that every change that occurs universally commences with resident act and the acknowledgement of the fundamental linking between the resident and universal procedures.

Competence is a technical skill, ability, expertise, values, reflection on daily practice, functional capacity, etc. (Ayitey, 2018; de Leon Siantz & Viehweg, 2002; Jean-Francois, 2015) and could be channeled into glocal/global character. Jean-Francois (2015) found that glocal competence effects from a buildup of glocal recognition and glocal expertise, and the capacity to make a native version of global contexts and approaches in local settings. All these are also useable for intercultural connections to enable intercultural competence. Glocal competence also requires intercultural capability. Globalization intensity recently has initiated intercultural competence procurement back to the main platform (Kuada, 2004). Also, intercultural competence is vital for both the individuals abroad and people situated in their countries seeking job opportunities. Therefore, intercultural abilities and experiences have become a conventional proficiency (Jean-Francois, 2015).

For any individual to be effective and efficient (i.e., competent) glocally and globally, such must acquire attributes such as identified by Jean-Francois (2015). He wrote "oriented viewpoints directed at effectiveness and efficiency (values): ***Being;***

consciousness or evidence or detail or data (empirical, theoretical): ***Knowing***; skills or know-how (cognitive, physical, emotional): ***Doing;*** and thoughtfulness or recognizing why (cognitive, emotional): ***Understanding***" (p. 148).

Conceptual Framework

The conceptual framework of a study is the system of concepts, assumptions, expectations, beliefs, and theories that support and inform research and is a key part of the study design (Robson, 2011; Maxwell, 2012; Miles, Huberman & Saldana, 2014). The conceptual framework will combine the use of the Appreciative Inquiry (AI) model with other frameworks on curriculum internationalization, glocal curriculum, glocally informed pedagogy, and glocal competence. In other words, the study will use an appreciative inquiry perspective to analyze the experience of faculty in internationalizing their curriculum to foster the glocal competence of their students.

Figure 3

Conceptual Framework (Cooperrider & Whitney, 2001; Jean-Francois, 2015; John, et. al., 2017; Leask, 2015)
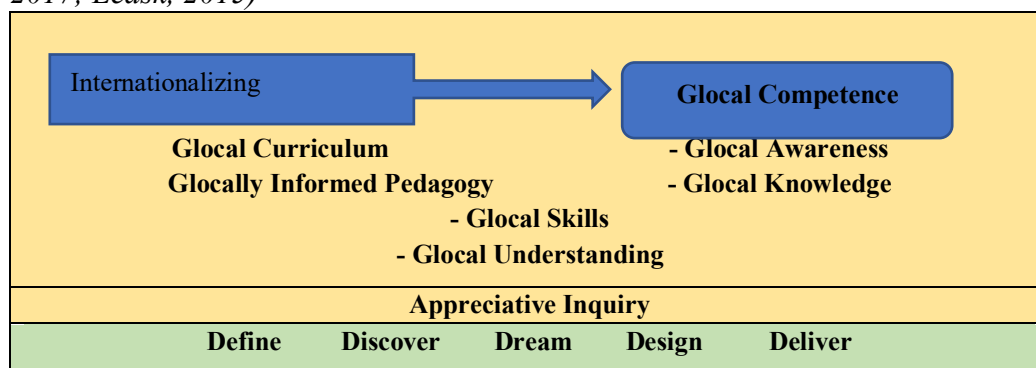
Note. Figure 3 is the conceptual framework for study.

Internationalizing Curriculum

According to Healy and Link (2012), internationalizing the curriculum is a concern from the west. Internationalizing the curriculum suggests equipping college or campus administrators, faculty, office staff and the learners with international awareness, knowledge and skills for comprehensive intercultural interactions (Leask, 2015). However, Jean-Jean-Francois (2015) evidences some principles engaged in maintaining glocal higher education, principles such as) individual consciousness and uniqueness, international consciousness and local inquisitiveness, international development and resident acceptancy, international review, and locally-based participatory inquiry (LBPI), universal education and instruction, and locally informed pedagogy (LIP), universal consequences and locally appreciated consequences, universal influence, and locally rooted sustainability (LRS) and glocal cooperation and interdependence (Ayitey, 2018) Healy and Link (2012) state that the principle of curriculum design that is proposed commences by evaluating the mission and educational objectives for the entire curriculum and recognizing the goals and outcomes for international modules. In the process of designing an international curriculum, pondering these questions will be encouraged: how can international content be offered that connects the whole educational objectives of the institutions and programs? What internationally connected learning outcomes are critical in helping graduates best contribute to their context and the wider context of their service users including their global dimensions? Detailing proposed learning outcomes, curriculum content can be selected carefully, and teaching

methodologies can be properly developed to guarantee students' progress (Healy & Link, 2012).

There is a need for the active engagement of higher institutions globally through partnerships, offering a global standpoint in the education they offer or make available thereby linking the local with global (Hill & Green, 2008). Furthermore, an effective glocal HE should concentrate on the four Cs' i.e., community, commitment, communication, and conflict resolution (Jean-Francois, 2015). Also, it is important to make ready future citizens who can participate in continuous or unceasing change across societies into international platform and through correct perceptions (Caniglia et al., 2017; Makrakis & Kostoulas-Makrakis, 2014. Therefore, "both the curriculum and the teaching-learning environment should increasingly link global and local considerations (Caniglia et al., 2017; Makrakis & Kostoulas-Makrakis, 2014, p. 368).

Glocal Curriculum

The glocal curriculum is a competency-based curriculum for it persistently integrates and merges the components of knowing, acting, and being in the educational experience provided to the scholars (John et al., 2017). While preparing to create a vision of the glocal teaching-learning environment for partnership projects, essentially it is good to initially contemplate the glocal curriculum and how the three dimensions of acting, knowing, and being and their interrelationships can be conceived. In the process of evaluating the vision, it is important to see if they can integrate, student-centered, realistic, and shared in the context of collaborating (John et al., 2017).

In glocal curriculum structuring, practicing, and accomplishment of the exact assemblage of individuals together is very important (Leask, 2015). It is important to include the program leader and some major academic staff. It is also essential, that involved staff volunteer rather than being obliged to participate (Green & Whitsed, 2013). The individuals within the group should be willing to debate concerns, discuss meaning, and advance shared insight which should be used as the basis for decisions regarding the content, teaching, and learning behaviors, and assessment in the program. A culturally diverse group will be a great fit, although it might be possible.

Jean-Francois (2015) an advocate of glocal higher education emphasizes the importance of focusing on the impacts of global education in the postsecondary institutions (i.e., at the glocal level). This occurs across research and knowledge production, development of strategies, and the likes. The question remains, what are the concerns about implementation? That is about some faculty's adamancy with regards to the need for the implementation of global initiatives in postsecondary schools or other faculty who tend to emphasize the detrimental effects of global education on the locals within their nationals. Meaning there is a core need for a comprehensive approach.

The three main dimensions of the curriculum content specified in the following: In the *Knowing* (i.e., kinds of knowledge) the questions could be asked, what kinds of knowledge and *what* ways of knowing would you like your students to engage within the curriculum? And how can we embed them in the curriculum? Answers should support reasoning how scholars should relate to, acquire, or produce knowledge in faculty disseminated curriculum. The *Acting* (i.e., practical, and professional skills) raises

questions such as *which* practical and professional skills are expected of scholars to build up in the curriculum? And how can they be inculcated in the curriculum? In other words, this involves skills and competencies the faculty expects scholars to obtain and improve via activities in their curriculum, skills such as presentation skills, digital technologies for communication and collaboration, etc. While the ***Being*** (mindset and attitude) may include questions such as, *what* kind of mindset, attitudes, and self-sense in the globe would faculty expect scholars to nurture or improve? How can such be inculcated in the curriculum? (John et al., 2017).

To further accomplish a comprehensive glocal curriculum, institutions must consider forming a corporation with an international upright and additional partner locally (Jean-Francois, 2015). "Such a partnership can be tactical (for specific project accomplishment) or strategic (i.e., intentional to accomplish long-term goals) to attain various goals target" (Jean-Francois, 2014: p. 308; Jean-Francois, 2015, p. 115). Partnership types such as glocal symbolic, glocal project-based, glocal program-based, glocal institution-based, and glocal community-based must be understood. Also, the thoughts on how, what, why, where, and when to connect to phases (i.e., initiation, articulation, implementation, and closure/renewal) and integrate the three dimensions in the glocal curriculum should be considered (Jean-Francois, 2014).

In delivering knowledge in a glocal curriculum setting that is digitally facilitated, scholars must learn together how to think strategically and systematically to solve complex sustainable problems. Students should learn from one another about various ways of thinking about related issues and situate these ways of thinking in their

presentations (Jean-Francois, 2014). Also, in preparing and delivering a composed performance, scholars should learn respectful and nonviolent communication **(being)** and ways to present ideas in a digitally facilitated atmosphere **(acting)** (Jean-Francois, 2014).

Glocally Informed Pedagogy

According to Jean-Francois (2015), glocally informed pedagogy (GIP) is an incorporation of locally informed pedagogy (LIP) to allow or accept a transformative knowledge and understanding of the student that offers their inputs to the three types glocal contributions (i.e., glocal awareness, glocal knowledge, and glocal competence). Meanwhile, the LIP refers to an instruction and education technique that justifies for the social scopes of specific societies and cultural influences connected with specific knowledge and cultural ways.

The question remains, how does the GIF connect with the implementation curriculum of internationalization? Or rather what makes it transformative? Whereas "critical reflection of personal experience can change the confidence, approaches, and demonstrative responses of the student" (Jean-Francois, 2015, p. 132; Mezirow, 1991: p. 167). Mezirow (2000) later claimed that transformational education manifests across ten stages such as "disorienting dilemma, self-examination, critical assessment of examination, the recognition that one's discontent and transformation were experienced by others" (Jean-Francois, 2015: p. 132). This is continued with the exploration of opportunities, action planning, knowledge, and skills acquisition, attempting new roles, competence building, and reintegration (Jean-Francois, p. 132; Mezirow, 2000).

Cranton (2006); Feinstein (2004); Taylor (2007) as cited in Jean-Francois (2015) informed that "reflexive dialogue and critical reflection are two unchangeable contents (catalysts) of the transformational educational knowledge while realizing that transformational education" (p. 132). King (2005) introduces a transformational education opportunity framework while Duffy (2006) discovers the power of specific educative approach that encourage transformational education. Friere (2000) tends towards empowerment and industrial development direction as a process of transformational education (Jean-Francois, 2015: p. 132).

In addition, Taylor (2007) as cited in Jean-Francois (2015) perceives "transformation learning could be encountered through dialogical process, and relationship with self, progressive learning, self-agency, authorship, and connecting with others" (p. 133). According to Leask (2015), because the curriculum interacts among individuals, knowledge, values, and actions it is therefore important to plan and encourage students to work in multicultural groups in classes that are increasingly related to the internationalization of the curriculum.

Glocal Competence

According to Jean-Francois (2015), specifically perceived competence as a continuation and progression of learning throughout lifetime which includes steady, casual, and validated education. However, Jean-Francois (2015) agrees with the definition of (Curran, 2003) that offered "universal capability as obligation and gratitude of further values and beliefs and the capacity to interrelate with individuals from other countries" (p. 144). It is the capacity to develop a familiar character with a setting,

without any crack during undergoing an amazing innovative and astounding at its accomplishment. Curran's summation revolves and is directed towards interactions with other individuals from diverse cultural backgrounds (nationalities) (Jean-Francois, 2015). More so international proficiency requires awareness, mindset, and expertise, corresponding currently with international influence of organizational development (Green & Olson, 2003; Jean-Francois, 2015).

This definition springs up awareness of learners' environment, what it entails, and expectations. Jean-Francois (2015) further presented Deardorff's (2004) definition which profoundly engrossed Green and Olson's (2003) definition by claiming that global competence signifies the capacity to "communicate and interact appropriately interculturally, centered on an individual's cross-cultural knowledge, skills, and attitudes that can be acquired through study abroad programs and international education" (p. 144). Jean-Francois (2015) also maintained that global/local skills and understanding emanates from a buildup of glocal consciousness and glocal awareness, and the capacity to familiarize through innate adaptation of global contexts or methods in resident settings.

It should be noted that glocal knowledge and glocal awareness are the underlying stands that branches into global competence (Ayitey, 2018). Glocal competence denotes those skills and knowledge acquired by the self that enable them to act on matters of glocal importance (Mansilla & Jackson, 2011, Milman, 2014). Finally, characterized glocal competence as consciousness and ownership of knowledge about international matters, also the capacities to practice methods and outlines that are designed for universal application, irrespective of cultural discriminations (Jean-Francois, 2015).

Bearing in mind that our sustenance through a global local interrelation, be it education or studying, it is therefore important to be aware of the responsibility to acknowledge the constraints of the local and global society (Niemczyk, 2019). Also, critical reflection and engagement are requirements interconnected amidst the glocal. All societies are continually a component of the international. While endeavoring to inform educators, scientists including residents whereby more attention must be devoted to glocal education and hence glocal awareness (Niemczyk, 2019).

Appreciative Inquiry

Appreciative Inquiry (AI) is a collaborative co-innovative quest that helps to discover those good quality within individuals, those associations they belong, and exposing the realm they belong to. However, this encompasses innovation or findings that are offered to an existing and sustaining structure at its very efficient, successful, and productively proficient capacity in financial, environmental, and individual conditions (Cooperrider et al., 2003). AI is an effective method of transformation, motivational competence, mobilizing, and supporting system change (Cooperrider, 2017). To achieve a spectacular shift in organizational culture, the overall team to change agents should ask the following question, by what means can we involve the optimistic qualities of the entire staffs in the direction to enlighten the establishment? (Cooperrider, 2017). If we want whatever we doing to be acknowledged and encourage the expression of frontline employees' strengths, initiative, and skills. Therefore, a goal of creating a historic-rich culture with a ratio of five stories of positive performance and success to every negative

one must be set – to build a vibrant, high-performing, customer-focused culture (Cooperrider & Whitney, 2011).

AI provides a co-evolutionary exploration to discover the finest inside individuals, associations they belong, and their pertinent environment surrounding them It comprises of the methodical finding of what makes such an approach live and sustain itself at the height of its existence, at maximum operation, and while constructively accomplishing financially, environmentally, and human terms (Cooperrider,1986; Cooperrider & Whitney, 2001). Similarly, and cooperatively, AI centrally encompasses the skill and training of questioning in a way that reinforces and fortifies the capacity of a system to understand, foresee, and intensify optimistic qualities (Cooperrider,1986; Cooperrider & Whitney, 2001). The model confidently posits that every existing organization has numerous unexploited and rich and stirring positive accounts. Therefore, the research will want to make use of this framework to explore how learning is internationalized at the selected institution for a study that makes it so much successful, sustainable, supportable, and open to improvement (Cooperrider,1986; Cooperrider & Whitney, 2001).

Learning occurs because of social interactions laterally with physical and written interactions which could lead to instability or imbalance in an individual, which could lead to conceptual reorganization (Lerman, 2001; Andrew, 2007). Usually, teachers offer tasks and encourage interactions to cause a learning derivation. This is perceived as an ineffective description because learning occurs because of organized and scheduled interactions learned by concealed or unpredictable influences. Leaders (i.e., instructional

staffs) should regard learning activity as their duty also as a function of the ways a classroom interrelate, by texts, through school philosophy, and the opportunities growing out of the collaboration of performers (teacher and learners) because such learning activity informs the significant success of work (Andrew, 2007).

Approaching transformation and advancement through a solution giving standpoint in any organization is key for firms that intend to enhance their efficiency, endure, accomplish better, and improve competitiveness. Acting in a co-constructive manner (Bellinger & Elliot 2011) the selected framework will make use of the 4D model which usually signifies a visible description that represents the four stages.

Figure 4

Adapted from Cooperrider & Godwin (2011). The four D Cycle of Appreciative Inquiry
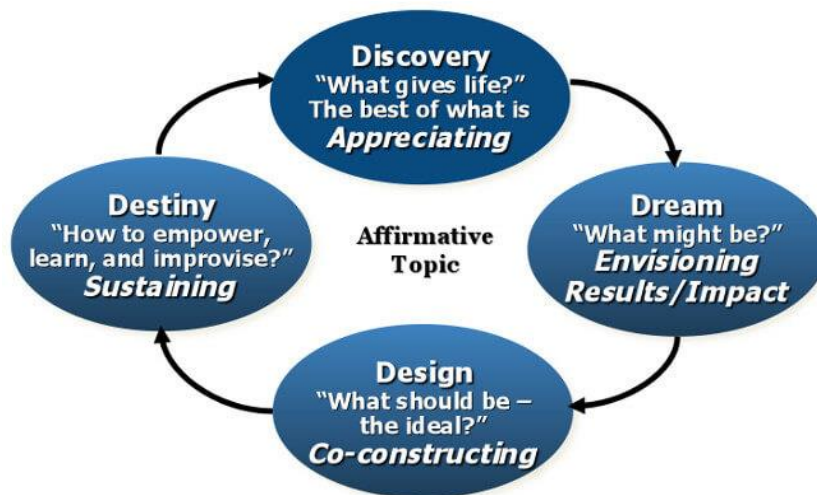
Note. Figure 4 is the four D cycle of Appreciative Inquiry.

The above diagram illustrates Cooperrider and Srivastva's (1987) the above are the first use of four Ds: Discovery-focusing on that which supply sustenance to the association existence (accomplishments and enablement), Dream- envisioning possible optimistic prospects to sustain the group, Design-a change to debating and discussing already generated possibilities through collaboration, and Destiny-constructing the future by continuous innovation and actions through collaborative and individual efforts (Ludema et al., 2006; Moore, 2019).

Similarly, below is the recent principles Cooperrider and Whitney (2001) originated to activate organizational excellence. This study will put into consideration the five basic principles of AI i.e., constructionist, simultaneity, poetic, anticipatory, and positive principles that will be aligned with the 4D as emphasized earlier.

Figure 5

Adapted from Davidpol 5 Principles of Appreciative Inquiry Cheat Sheet
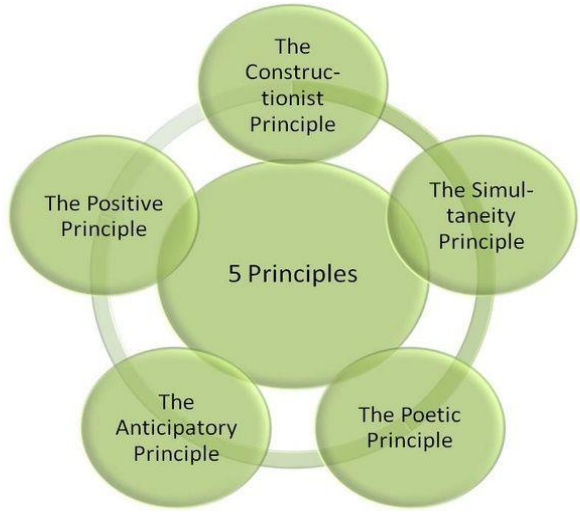
Note. Figure 5 is the Davidpol 5 Principles of Appreciative Inquiry Cheat Sheet

The principles as positioned in the diagram above explain further. The constructionist states that personal beliefs regarding the truth, control one's actions, views, and conduct (Moore, 2019). Whereas this generates and inspires "new ideas, visions, and stories that can potentially lead to action" (Guevara et al., 2021, p. 2; Cooperrider & Whitney, 1999). Kessler (2013) cited Cooperrider and Whitney (1999) appreciative inquiry principles. The author first mentioned, the simultaneity principles state the ways we explore human systems result to change and based on our approach to our first statement which might affect openness to learn and discover which depends on the way we present such statement (Cooperrider & Whitney, 1999).

Secondly, Kessler (2013) mentioned the poetic principle which reveals that organizational existence and sustenance depends on how workers reveal organizational information to others differently which affects their emotions, concepts, and thoughtfulness.

Thirdly, Kessler (2013) cited Cooperrider and Whitney (1999) on the anticipatory principle which acknowledges that the way we currently act is affected by the way we perceived the future. Therefore, advised that we should encourage information that encourages, arouse other workers to be at their best (p. 42). Therefore, "appreciative inquiry uses artful creation of positive imagery on a collective basis to refashion anticipatory reality" (p. 42).

Lastly, Kessler (2013) cited Cooperrider and Whitney (1999) on positive principle. It informed that rapid and continuous transformation need "positive affect and social bonding. Sentiments like hope, excitement, inspiration, camaraderie, and joy

increase creativity, openness to new ideas and people, and cognitive flexibility" (p. 42).

In addition, the principle revealed that such arouse and encourage sustainable networking

and interactions "between people, particularly between groups in conflict, required for

collective inquiry and change" (p. 42).

There are effective ways to apply AI whole system inquiry and the AI Summit

(Cooperrider & Whitney, 2011). AI specialists base their approaches concentrating on

original arrays of four philosophies, (Cooperrider & Srivastva, 1987) that specified that

investigation into the community structure must begin by showing gratitude, in a

collective, challenging, and appropriate way (Bushe, 2012). Principles that are operative

in AI are mentioned as discovery, dream, design, and destiny (Bushe, 2012). The

principle of discovery in AI states that participants (e.g., faculty) should consider and

deliberate on the finest moments of the purpose of investigation (e.g., internationalization

of curriculum). Occasionally, it could be an inquiry into the existing open-handed assets

or lived experience of an organization (Cooperrider & Srivastva, 1987).

Such questions will enable the faculty interviewed to inform about previous or

current lived experience as to how (ways), when (present or past), what (content) was

involved. Occasionally, this could be a principal optimism (Cooperrider & Whitney,

2001), a situation where effort is made to register or list organizational strengths

(Ludema, Whitney, Mohr, & Griffen, 2003) or a discussion about improving institutional

service or most often participants inquired about the personal best experience (e.g., on

ways of operation, etc.). Also, engaging the involved faculty in (e.g., dissemination of

internationalization of curriculum)-a full engagement of all involved (Ludema, Whitney, Mohr, & Griffen, 2003)

The dream principle involves inquiring about faculty members' dreams or imagining the best of their group, organization, or community and trying to classify shared goals or aspirations of organization members and to indicate this in a specific method (Bushe, 2012). What level of preparation is involved? How clear is a common dream? And how applicable is it? In a graphical representation, what level of aspirations is imagined (Bushe, 2012)? The principle of the design indicates that members could be encouraged to present the proposal of their imagination in a provocative proposed manner to organize and create a change in the system (Mohr, McLean & Silbert, 2003; Watkins & Mohr, 2001).

The destiny principle emphasizes openness and opportunity for every faculty to exhibit personal commitment through taking actions that will enable the fulfillment of the design structured to enable accomplishment with no action plan (i.e., how relevant, or applicable is the fulfillment of the dream (Bushe, 2009). When this is accomplished, a leadership position becomes successful and progressive (Bushe, 2009), discovery and intensifying those innovations intend to be nurture and generating events and procedures to invigorate self-organizing impetus (Bushe, 2012). Due to the domineering power of globalization, it is also vital to consider the principles of positive revolution such as the constructionist, simultaneity, poetic, anticipatory, and positive principles because that all shifts our knowledge of human systems and is change based (Cooperrider & Whitney, 2011).

Connecting the models and principles of AI with transformational leadership could create a transformational change (Sutton, 2010). Transformational partnerships generate long-term institutional settings for a collaborative effort and enlarge the capacity of the respective institution for educating students, conducting research, and serving communities. All individuals involve change as they collaborate (Sutton, 2010). Transformational leadership theory generates positive change whereby leaders and followers share concerns about each other's interests and act base on association purpose (Warrilow, 2012). In the same vein transformative learning theory challenges, "us to move beyond focusing on how to make current systems work more efficiently, to ask the bigger questions such as, how should we live?" (Clifford & Montgomery, 2015, p. 2).

"The main part of internationalization is prioritizing faculty development which must be a necessity for leaders of higher education" (Taylor, 2004, p. 156). In conclusion, it is very important for institutions to build up and expand on sustaining strategy to offer "internationalisation mission" also, new skills must be developed, requiring training and experience" (Taylor, 2004, pp. 162-163). Moreover, faculty gets engaged by informing on academic differences and adjustments also they manifest eagerness and willingness to upgrade the ways they prepare and transfer knowledge while internationalizing their curriculum (Schuerholz-Lehr et al., 2007).

Summary

This chapter discussed existing literature on globalization, globalization and education, internationalization and higher education, leadership, and internationalization of higher education, glocalization and higher education, glocalization and curriculum

internationalization (i.e., glocal curriculum, glocally informed pedagogy), and glocal

competence. Then, the chapter concluded with the conceptual framework that will inform

the study.

Chapter 3: Research Methodology

Introduction

This chapter discusses the methodological approaches that were used in conducting this study. It also focuses on the philosophy that is related to the research design. This chapter explains the choices regarding the strategies, approaches, procedures, and techniques that were used to conduct this study. More importantly, it clarifies the sampling and participant selection procedures, data collection, and data analysis strategies.

Research Design Approach

A research design is a strategy used by a researcher to plan an inquiry, collect, and analyze data to answer research question/s related to an identified problem (Boeije, 2010; Dannels, 2018). The research design segment is a part in the methodology of a study that links or connects the research problem to the associated and realistic empirical research (Rubin & Rubin, 2012).

However, qualitative research is used for a wide range of investigations, plans and procedures which contributes valuable findings to a given discipline (Brink, 1993). More so, people's attitudes, opinions and ideas are of immense interest to qualitative researchers (Brink, 1993). The proposed project is a phenomenological qualitative single case study. The aim of this phenomenological analysis study is to perform a detailed exploration of how participants are making sense of their personal and social world, stating the senses of their specific experiences, and events, of participants' lifeworld (Smith & Osborn, 2012).

It explores personal experiences as perceived by individual faculty concerning internationalizing their curriculum (Smith & Osborn, 2012). According to Denzin and Lincoln (1994), a qualitative research is a study with several techniques in attention, and includes an explanatory, realistic method that connects to the main purpose of the study.

Also, it is obvious, that qualitative research relates to various or multiple perspectives of study participants (Rahman, 2017) and it is described as a protector on a collection of informative methods of practices that "describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring" (Van Maanen, 1979, p. 520). Qualitative researchers generate interpretations from the illustration presented to respondents when leading a thematic examination on data collected during focus groups and interviews (Onwuegbuzie & Leech, 2007). Problems that occur with qualitative research is connected to social restrictions or limitations on how an investigator enjoys the complete diversity of qualitative approaches (Troman & Jeff, 2007). Qualitative approaches can be said to be naturalistic methods (Creswell & Poth, 2018; Patton, 2015). The notion of who specifically and what exactly should be investigated is documented in terms of the components of analysis, population parameters, type of sample, and time of measurement needed (Rubin & Rubin, 2012).

McCusker and Gunaydin (2014) explained that qualitative research is considered suitable for the investigation of aspects of social life and its methods produce words, rather than numbers, as data for analysis. Pathak et al. (2013) stated that qualitative research concentrates on understanding a research question through a humanistic or

idealistic approach (Pathak et al., 2013). The research questions are manipulated to understand people's experiences, attitudes, beliefs, behavior, and interactions and it generates non-numerical data. The qualitative component offers an inductive approach towards research that permitted the researcher to conclude from ideas appearing in data collected (Rossman & Rallis, 2003).

Qualitative research analyses are subjective social practices of issues that collect non-standardized data and analyse texts and images instead of numbers and statistics (Flick, 2014). Creswell (2013) additionally expounds on explicit characteristics related to a qualitative methodology that comprise collecting data in a usual setting by having conversations (i.e., interviews) with individuals and observing them naturally in their environment (Creswell, 2013). Also, using the researcher as the key instrument to collect data, and utilizing complex reasoning skills through inductive and deductive logic (Creswell, 2013). In such situation, having a main tool such as a smart investigator to collect information with critical thinking method or approaches is very vital (Creswell, 2013; Gibbs, 2015). Recognizing participants' voices is very essential when writing an overall report of any study. Nevertheless, it is much important as well to be straight forward in addressing whatever is needed to be adjusted as regards to any data collected (Gibbs, 2015; Hatch, 2002; Van Manen, 2014).It is very essential to include participants' voices in the final report of qualitative studies and been open when there is a need to change the research method and design of the study if time requires due to new information available to the researcher (Hatch, 2002; Van Manen, 2014).

The choice of a qualitative design in this study made use of Ohio University as a case study and all colleges within the University were considered components of the bounded system (Stake, 1995, Questions Calling for coded data section, para 3). Ohio University's Office of Global Affairs and International Studies (OGAIS) is the University's central focus for global engagement (e.g., global education and research, student and faculty mobility, international students and scholars, and global partnerships) (Ohio University, 2020). The goal and intention of this unit are to transform the University's teaching, learning, research, philosophy, culture, and network to become globally involved and proficient. The strategic partners of Ohio University include Pontifical Catholic University of Ecuador, Leipzig University Germany, Chubu University Japan, and University Technology Mara (UTM) (Ohio University, 2020).

The Ohio University International Council was established in 1995 and comprises one of eight all-university policy committees with a comprehensive representation from faculty, staff, and student members with specific expertise or awareness in an offered world area or facet of international programs (Ohio University, 2020). The president appoints members based on the recommendations of the Vice-Provost for global affairs. The mission of UIC is to initiate, foster, coordinate, evaluate, and effectively communicate the international activities of the University, and to develop and propose new international education policies and other initiatives. Sub-committees comprises of the executive committee, global education, research, and creativity Committee (GERC), global mobility committee (GMC), study away Committee (SAC), global travel fund

committee (GTF), globalizing the campus committee (GCC), and global relations and profile committee (GRPC) (Ohio University, 2020).

Phenomenological Research

The approach to qualitative research being implemented in this study is phenomenology. According to van der Mescht (2004), phenomenological research is positioned to give account by making effort in apprehending the heart of the phenomenon and what it means to the participants. Phenomenological research can take either a descriptive (van Manen, 2016) or interpretative (Moustakas, 1994; Smith et al., 2012) approach to analysis. Interpretative phenomenological analysis (IPA) is focused on the detailed assessment of the personal lived experience (i.e., internationalization of curriculum to foster students' skills and proficiency) (Eatough & Smith, 2017). It is also involved with a given comprehensive investigation of, offering an in-depth account of each case move to patternings of merging and divergence across cases (Eatough & Smith, 2017). Groenewald (2004) cited Bentz and Shapiro (1998) and Kensit (2000) which states that undertaking a lived experience means apprehending amusing accounts of phenomena and their backgrounds. In descriptive phenomenology, self-reflection is used by the researcher as a preparatory phase. According to Giorgi (2008a, 2012) and Giorgi and Giorgi (2017), the descriptive phenomenological method includes three basic steps: (a) phenomenological reduction, (b) description, and (c) a search for essences.

However, using descriptions of experiences from others apart of oneself as in philosophical reflection on experience is very important (Giorgi, 2008a, 2012; Giorgi &

Giorgi, 2017). In addition, the central features of a descriptive phenomenological

research approach can be described by the researcher as follows.

1. Gathering detailed tangible descriptions of specific experiences from others.

2. Adopting the attitude of the phenomenological reduction to intuit the simplicity

and fluency of what is given in the experience.

3. Seeking the most invariant meanings for a context. (Giorgi, 2008a, 2012;

Giorgi & Giorgi, 2017).

Todres (2005) explains that in an interpretive phenomenology, perceptible

empirical descriptions might be attained by interviewing and transcribing interpretations

or by empirical exercises whereby participants' perspectives are interpreted by the

investigator.

Phenomenology can be defined simply as a study of individuals' mindful and

deliberate experience particularly of their lifeworld (Merriam, 2009). In other words,

phenomenological research seeks to describe or interpret the shared or mutual sense for

numerous persons regarding their existing practices or experiences of a particular

phenomenon (Creswell & Poth, 2018). Therefore, to appreciate and comprehend an

essential and common meaning of internationalization, and how the perspectives of

internalization impact learners through the lived experiences of tenured faculty in higher

education settings (i.e., classrooms), a phenomenological approach was employed

(Creswell & Poth, 2018).

Corresponding to Creswell (2013), a phenomenological study identifies the

popular significance of the lived experiences of a theory or a phenomenon. Van Manen

(2014) added that phenomenological research is mainly a technique of interrogating, not for responding, or finding, or attracting definitive assumptions. Utilizing this approach, with internationalization as the dominant construct, this research emphasizes the experience of faculty in internationalizing their curriculum on the following: perception, description, feelings, judgment, retention, remembrance, digestibility, understanding, and discussable or shareable (Patton, 2002).

Data collection in phenomenological study are usually derived from selected individuals with experience on the explored or investigated phenomenon by observing the participant or respondent during interviews (Creswell, 2013; Gibbs, 2015). As a result, data collected and systematically analyzed, as a picture of "what" the participants experienced and "how" they experienced it (Moustakas, 1994; Gibbs, 2015, phenomenological reduction section, para 2). As a result, data were collected and methodically analyzed, to serve as the imagination of participants encountered and the expressions of ways it has been encountered (Gibbs, 2015; Moustakas, 1994). Also, data collected and analyzed, whereby exploring for the emergence of patterns and themes from which a compound report of the core of the information or awareness for the participants was open (Creswell, 2013, p. 76). Similarly, the researcher after the collection and analysis of data, thereby delved deeper to search for consistent repeated design and themes that formed a combination of central information that called for attention and were exposed (Creswell, 2013; Gibbs, 2015). Whereas Bernet (2016) emphasized that questions that emanate from philosophical real-life standpoint encompass "continuity and radical rupture" (p. 311). However, Bernet (2016) stated that

phenomenological reduction sets the philosopher thoughts that comes with deep obligation.

Phenomenological Processes

A phenomenological approach forces the participants to expose their experience and the reason such occurrence or phenomenon is experienced (Guilbeau, 2014, phenomenological approach, section, para 3). The phenomenological processes that were used and developed for this study are epoche, phenomenological reduction, imaginative variation, and synthesis (Gibbs, 2015; Moustakas, 1994). These processes were used to recognize, appreciate, and derive meaning about the perceptions' faculty hold about internationalizing the curriculum through classroom activities, and how diverse curriculum contents are being internationalized and subsequently experienced in each classroom setting (Moustakas, 1994).

The researcher used these processes to encourage the faculty in narrating their experience on the pedagogy used in internationalizing their curriculum, as well as their experience with glocal curriculum and glocal competence inquiry. He further encouraged the faculty to explain how they use glocally informed pedagogy and internationalization based on the pedagogical methods they practice in their teachings. He encouraged them to emphasize how they sustain the internationalization of their curriculum and define terms from the global and local perspectives. All these were done by asking interview questions that initiated faculty intensive explanation on how they organize their curriculum, teach it, transfer the content to students, and assess their learning.

Epoche

Bednall (2006) perceived phenomenology as a natural and unmaneuvered (i.e., inflexible) occurrence when investigating a phenomenon. The question remains how do I as a researcher position myself when engaging in a single case study research of an event? Epoche was considered as soon as I began my exploration because I was a neutral element outside the study as recommended by Creswell (2013). According to Creswell (2013), epoche occurs in phenomenological research, when a researcher stays out of the study when deliberating individual lived experiences with the research situation. This is more about positioning myself [metaphorically] in the study to recognize my assumptions and biases so that those ideas can inform and not distort my findings or express your biases in such a way that it discloses how they might serve as filters to your interpretations and descriptions. However, to appropriately observe a phenomenon validly, a researcher is expected to immerse themselves within an event with cautions or carefulness and refrain from interfering with the flow of the event and avoid placing its own assumptions or opinion, or convictions. This is referred to as Epoche whereby authors such as (Bednall, 2006; Creswell, 2013; Marshall & Rossman, 1995 as cited in Gibbs, 2015) mentioned in their studies. While interviewing participants and observing events, I therefore replicated the above ideas for the validity, geniuses and good success of this research.

As a teacher, coach, and leader the use of phenomenological constructs at the international and institutional level of the teaching and coaching profession, especially as it applies to higher education settings is not new. For this study, to keep records

appropriately, I created and managed a daily journal for reflection purposes and updated it constantly (Gibbs, 2015). Also, I made sure it was clear of any bias, judgement, or interferences to avoid contamination as earlier mentioned above. This served as a guide and a reminder for me professionally as a researcher in areas of decision making all through this study.

As a study that has to do with internationalization of curriculum with different professors, instructors, and lecturers from different backgrounds, it was expected that various ideas, experiences, and passion will spring up. Therefore, my reflective journal was used to identify common themes, consistencies, and vital statement. I was also careful to perceive participants thoughts, emphases, and connections of how they internationalize their curriculum. I was aware of my own presence in all progressively to empower good quality of my study (Annink, 2017). For example, what was I aware of during interview and document analysis? How do I understand information presented to me? Do they task my thoughts and made me innovative? (Moustakas, 1994). Progressively, I allowed myself to be a good listener to be able absorbed the real experience as presented by participants. These, moreover, took me to a standpoint of having confidence in my discoveries of my study and allow a flow (i.e., consistency) my approaches (Gibbs, 2015; Patton, 2002; Queens University of Charlotte, 2021, Qualitative rigor in research explained section, para. 1).

The Research Setting

Ohio University constitutes the operational setting for this qualitative phenomenological single case study. Ohio University was established in 1804 which

makes it the first university in the State of Ohio (Ohio University, 2020). The university

offers 250 academic programs and approximately 900 students exhibited projects in

Ohio's 2018 research creative activity expo. The university is also ranked first as the best

small-town college by USA Today. It holds the 21st rank among colleges for best buy

according to Fiske's guide to colleges (Ohio University, 2020). It has a record of 94

active patents held by Ohio researchers and has produced 45 Pulitzer Prize winners. Over

90% of first year and transfer students participate in learning. It also recorded 50 states

represented in the student body with Ohio students located in six continents where they

study, learn, and volunteer each year (Ohio University, 2020).

Ohio University Demographic Statistics

The following provides some relevant statistics of the university. The ratio of

student to faculty is 7:1 while a tuition fee increase was at $0 over the last four years.

The university was awarded ten Fulbright scholarships between 2017-2018 and the

number of countries represented at the university is 108 with over 500 student

organizations. About 93% of graduates are employed and/or are pursuing further studies

within one year of graduation. The university is also noted to be in the top twenty-five

safest campuses in the USA by the 2017 National Council for Home Safety and Security.

It is also ranked among the top twenty Ohio honors tutorial colleges among public

university honor programs nationwide (Ohio University, 2020).

The university possesses seven on-campus art galleries and owns 21 miles of bike

paths running through the campus and Athens County. In sports, sixteen NCAA Division

1 team are available with free admission to home games for Ohio students. It also

possesses eleven campuses and centers across the state. The University library acquires 3.3million prints and electronics volumes. It also possesses 11million total scholarship funding to first-year students, and it has the 16th best public engineering school in America under $25k as stated by US News and World report. Finally, the university has the 15th best public business school according to Bloomberg Business week (Ohio University, 2020).

The make-up of Ohio University (i.e., with students from 108 countries) and multiple campuses established within the state opens it up for internationalization of their programs (i.e., 250 academic programs) and more specifically their curriculum. However, the University has adopted a complete diversified and inclusion method to give opportunities to students to interact, participate, and contribute. This also gives room for the internationalization of the institution and its colleges whereby the culture of the institution is completely diversified with intercultural collaborations (Ohio University, 2020).

Ohio University (OU) was selected due the various international programs and the focus on internationalization of curriculum as an academic goal, and its convenience. As a graduate student, and given the pandemic, it was convenient to have access to participants. So, it was both purposeful and convenient.

Academic Colleges

The colleges at Ohio University include *Center for International Studies, College of Arts and Sciences, College of Business, College of Fine Arts, College of Health Sciences and Professions, Graduate College, Heritage College of Osteopathic Medicine,

Honors Tutorial College, Gladys W. and David H. Patton College of Education, Russ

College of Engineering and Technology, Scripps College of Communication, University

College, and *Voinovich School of Leadership and Public Affairs. The asterisk colleges

are noted to be degree-granting programs (Ohio University, 2020).

Academic Schools

Each college is comprised of schools such as the School of Accountancy, the

School of Applied Health Sciences and Wellness, the School of Art + Design, the School

of Communication Studies, the School of Dance, Film, and Theater, the Division of

Dance, the Division of Film, Division of Theater, the School of Electrical Engineering

and Computer Science, the J. Warren McClure School of Emerging Communication

Technologies (formerly J. Warren McClure School of Information and

Telecommunication Systems), the School of Interdisciplinary Arts (formerly School of

Comparative Arts), E. W. Scripps School of Journalism, the School of Media Arts and

Studies (formerly the School of Telecommunications), the School of Music, the School of

Nursing, the School of Rehabilitation and Communication Sciences, and the School of

Visual Communication (Ohio University, 2020).

Academic Departments

Also, under the schools and directly situated within are different departments as

attached to their schools. Academic departments include: African American Studies, Air

Force ROTC, Army ROTC, Aviation, Biological Sciences, Biomedical Sciences,

Chemical and Biomolecular Engineering, Chemistry and Biochemistry, Civil

Engineering, Classics and World Religions, Communication Sciences and Disorders

(formerly the School of Hearing Speech and Language Sciences), Counseling and Higher Education, Economics, Educational Studies, Engineering Technology and Management (formerly Industrial Technology), English Language and Literature, Environmental and Plant Biology, Finance, Geography, Geological Sciences, History, Human and Consumer Sciences Education, Industrial and Systems Engineering, Interdisciplinary Health Studies, International Studies, Linguistics, Management Information Systems, Management and Strategic Leadership, Marketing, Mathematics, Mechanical Engineering, Modern Languages, Molecular and Cellular Biology, Philosophy, Physical Therapy, Physics and Astronomy, Political Science, Psychology, Recreation and Sport Pedagogy, Social Work, Sociology and Anthropology, Sports Administration, Sport Management, and Teacher Education, and Women's, Gender, and Sexuality Studies (Ohio University, 2020).

Academic Programs, Centers, and Institutes

The list below provides information about a variety of academic activities. Some academic programs, activities, and centers available at Ohio University include the Academic Achievement Center, African Studies, Appalachian Rural Health Institute, Athens International Video, and Film Festival, Avionics Engineering Center, Center for Air Quality, Center for Campus and Community Engagement, Center for International Studies, Center for Law, Justice, and Culture, Center for Scientific Computing and Immersive Technologies (formerly Center for Intelligent, Distributed and Dependable Systems), Center for Teaching and Learning (formerly Center for Teaching Excellence), Center for The Study and Development of Literacy and Language, Central Region

Humanities Center, Ohio Chemistry Contest, Child Development Center, Clarinet Studio, Coal Research Center, Ohio, Communication and Development Studies (Ohio University, 2020).

Also included are: the Condensed Matter and Surface Science, CreateSpace, Contemporary History Institute, Criminal Justice, Bachelor of, Cutler Scholars, Diabetes Institute, eCampus, Edison Biotechnology Institute, Education Abroad, Environmental Studies, George V. Voinovich, Academy for Excellence in Public Leadership, Global Leadership Center, Institute for Applied and Professional Ethics, Institute for Corrosion and Multiphase Technology, Institute for Democracy in Education, Institute for the Empirical Study of Language, Institute for Local Government Administration and Rural Development (ILGARD), International Development Studies, International Studies, Kids on Campus, Latin American Studies, Multicultural Resources (Ohio University, 2020).

More centers are The New Ohio Review, Office of Nationally Competitive Awards, Ohio Musculoskeletal and Neurological Institute, The Ohio Program of Intensive English (OPIE), The Ohio University Press / Swallow Press, The Ping Institute for the Teaching of the Humanities, Singing Men of Ohio, Southeast Asian Studies (SEAS), Southeastern Ohio Science Fair, Specialized Studies, Bachelor of Sports Administration, Student Writing Center, Study Abroad, Tropical Disease Institute, and Women's Center (Ohio University, 2020).

Regional Campuses

The following are the regional campuses of the Ohio University, Chillicothe Campus, Cleveland Campus, Eastern Campus, Lancaster Campus, Dublin Campus, South Campus, and Zanesville Campus (Ohio University, 2020).

Participants

The participants for this study comprised faculty representing all the departments at Ohio University. The University encompasses 1,216 full-time faculty, 686 part-time faculty, and 4,885 total employees. Athens Campus has 1,063 full-time faculty and 317 part-time faculty which includes the Osteopathic Medicine faculty. That is, it focused on tenured track and instructional faculty only, because they have the chance of making more permanent and consistent changes in the curriculum, including internationalizing their curriculum. (Ohio University, 2020).

Selection of Participants

Since the study drew participants (i.e., faculty) from all the colleges, the number of participants from each department was based on the availability of the number of faculty members. An excel document was developed through information from the website of the Office of Global Opportunities (OGO) to compile the potential participants who have been involved in internationalizing their curriculum (Ohio University, 2020).

The study used Ohio University as a bounded system, that is, a single case study; and the researcher purposefully selected the participants to collect data on internationalizing the curriculum at the glocal level of classroom teaching-learning experience. As a phenomenological study, participants selected for this study needed to

have the first-hand experience of the phenomenon for study. Therefore, faculty (tenured faculty and instructional staff) with internationalization experience were selected as participants for this study. Meanwhile, faculty such as (adjunct, part-time, administrative staff, etc.) were excluded from the study. Selected participants also have internationalized their curriculum, and represent different colleges, programs, gender, and includes both domestic/international participants.

A section of the Ohio University Faculty Handbook breaks down the classification of faculty and gives an explicit description of different types of faculties as relevant to the Ohio University administration and the National academic setup. The tenure track (full or part-time) comprises of assistant professors, associate professors, professors, and early retired (no longer tenured). While the instructional faculty are non-tenured track, full or part-time, and are comprised of Assistant Professors of Instruction, Associate Professors of Instruction, and Professor of Instruction. Another classification is the fixed-term contract faculty which includes non-tenure track, full or part-time, and temporary positions, which also comprises visiting professors (full time and temporary) and instructors (part-time, and temporary) (Ohio University, 2020).

As highlighted above this study only focused on tenured track and instructional faculty. Therefore, it is important to share some of the content of a selection of these two types of faculties. The tenured faculty consisted of individuals with appropriate credentials, on full-time or part-time appointments, specifically designated as tenure track faculty, and employed in at least two semesters of a fiscal year. While the instructional faculty comprised, experienced persons, holding part-time or full-time appointments who

are mainly considered instructional personnel and could also possess service responsibilities associated with the teaching mission of the department, college, or university but are not expected to be involved in research or creative activity. These two groups were selected for participation in this study (Ohio University, 2020). For example, Table 2 in chapter 4 shows the description of international faculty by name, country, continent, and type (i.e., tenure-track or instructional) while Table 3 describes the domestic faculty with an international experience by names, country, continent, and faculty type. Similarly, the selection of the participants is purposeful and was approached by snowballing as a recruitment technique. The criteria were defined and shared with initial participants, then by considering that criteria the participants recommended more participants that fit the criteria.

Sample design

In qualitative research, the sample size is based on the largeness of the sample. Guided by these statements, the selection of participants included a purposeful selection of 16 faculty members. The participants were selected through a purposeful sampling combined with snowball sampling. A purposive sampling (a non-probability sampling) was used for this study (Etikan et al., 2016). According to Hancock et al. (2009) and Guetterman (2015), sampling can emerge at numerous stages, either when the data were been collected and during the interpretation and reporting of data period. Price (2013) states that a convenience sample is taken from a group of people that could easily be contacted for a fast and easy collection of data for a study whereby selecting within the pool of people. Snowballing is a technique of increasing and intensifying the sample by

requesting a participant to endorse others for interviewing (Babbie, 1995; Crabtree, 1992 Groenewald, 2004; & Miller, 1992). This study used sampling to achieve its targeted goals (Creswell & Poth, 2018; Glesne, 2016; Patton, 2015). Purposeful sampling is broadly utilized in qualitative research for identifying and selecting information-rich cases associated with the phenomenon of interest and is the most efficient use of limited resources (Palinkas et al., 2015; Patton, 2002). This includes recognizing and choosing individuals that have experienced the phenomenon of interest (Cresswell & Plano-Clark, 2011).

"Since qualitative research depends on the skills of the interviewer, its validity can be questioned" (Pellissier, 2007:20 as cited in Adebayo, 2015: p. 23). The qualitative approach of the study was achieved using interviews by the researcher to collect information from participants. The researcher chose different days and weeks to visit each selected department, with open-ended questions in hand to interview selected participants.

To make the study participants centered, the researcher structured words within the questionnaire in a way that encouraged the participants to be able to contribute immensely to the study. This was possible because of the researcher understood areas within the research (Adebayo, 2015).

Since, investigating an entire target population is not frequently practical, realistic, or financially worthwhile, a sample selection was made. Consequently, sampling is the selection of a subsection of individuals within a statistical population for the estimation of the whole population's characteristics.

Therefore, this study used both purposive and snowball sampling methods because they fit into the study data collection. The "researcher began with a small population of known individuals and expands the sample by asking those initial participants to identify others that should participate in the study because it was virtual and not many people were initially located" (Pivetti, et al., 2020: p. 5) because it was virtual and not many people were initially located. Those faculty that were interviewed from the onset introduced other participants.

The number of participants that participated in the unstructured in-depth phenomenological interview was sixteen (16) across all colleges and selected departments. Mason (2010) informs that numerous factors could determine sample sizes in qualitative studies, many researchers avoid suggesting what constitutes a sufficient sample size. Then, what should be the largeness of a qualitative sample size? (Guetterman, 2015) Creswell (2013) suggested sample proportions ranging from 1 to 325 participants in a phenomenology study. Sobal (2001) further informs that studies that utilize individual interviews should have an average sample size of forty-five (45) individuals. The researcher only invited faculty that were tenured track and instructional faculty for the study. Other faculty that were non-tenured track were excluded from the study (Sobal, 2001). The study also used those faculty that responded to the emails sent to them and that made themselves available. Everyone that showed interest in the study was interviewed because the researcher in the first place only sent emails to faculty that were tenured track or instructional faculty. Faculty that were sent at least three emails without showing interest were not interviewed (Sobal, 2001).

Therefore, using sixteen (16) participants for this study is still within the range of the overall numbers suggested by several studies. This is based on Boddy's (2016) statement, qualitative research oriented towards positivism requires larger samples to cover the representative picture of the whole population under review because the size of a sample that relates to a particular circumstance could be a very extremely revealing and expressive. Saturation was operationalized in this study to serve as a guide for data collection and/or analysis (Fusch & Ness, 2015; Sim et al., 2018; Saunders et al, 2015). However, participants chosen were those from faculty that already have the experience of internationalizing their curriculum (Saunders, 2012). For all qualitative research, it is very necessary to cautiously consider how research participants are chosen, for the sample, from collecting data to answering stated research questions to achieve the study's goals (Saunders, 2012). Creswell (2007) also proposed that the choice of participants should be enthusiastic to honestly disclose "their story" (p. 133). Moreover, conducting the interviews with participants in a comfortable environment without any sensation of restriction is critical (Turner III, 2010).

Data Collection

Data collection included semi-structured interviews and document analysis (Mohajan, 2018, p. 23; Dudwick et al., 2006; Gopaldas, 2016). The specific *phenomena* (from the Greek word phenomenon, meaning appearance) that I focused on is the lived experiences of faculty regarding internationalizing the curriculum (Groenewald, 2004, p. 44). Specifically, I am concerned with the meaning faculty make of their experiences as they related to fostering student glocal competence to imbibe the skills and ability needed

for meeting global requirements (Groenewald, 2004). According to Rust et al., (1999), when making decisions on what method(s) of data collection are needed for a study, the researcher asked specific questions such as, what kind of information is needed from what source and under what circumstances?

Data manifest in numerous ways, avenues and serves different functions. In addition, essential data categories were thoroughly connected (Pellissier, 2007; Adebayo, 2015). The data types identified for this study were primary, and secondary data sources because it corresponded with the methodology chosen for the study (Pellissier, 2007; Adebayo, 2015). Primary data were those collected by me for the researched phenomenon. While secondary data are those already collected through sources as literature purposes (Pellissier, 2007; Adebayo, 2015).

The Phenomenological Interview

According to Van Manen (2016), human experience is the reason for the epistemological reason for qualitative research. However, lived experience as a concept possesses special methodological significance. Talking about lived experience, we discovers the direct dimension of human existence (i.e., our lives in the way we lived it is a latin word), with empirical meaning as a trial, or proof, as an experiment, and experience that we acquire. In addition, all knowledge begins with experience even though it does not arise from experience (Husserl, 1970). Moreover, experience is actively understandable as an act of consciousness in appropriating the meaning of the same aspect of the world. Therefore, someone is signified as experienced to "mature wisdom" due to life accumulated meanings and reflective experience and the content of

what is experienced (i.e., the immediacy of experience and the content of what is experienced) which methodologically significant for qualitative inquiry. To reiterate lived experience is the experience that lives through before we take a reflective view of it. Therefore, the researcher as we lived from one moment to the other, must understand the complexity and meaning of reflective on lived experience are very ambiguous (Manen, 2016).

Bevan (2014) emphasizes that phenomenological interviewing must be faithful to the phenomenological method and must be practical to be able to maintain procedural uniformity and augmented or improve trustworthiness. Therefore, suitable interview sections that correlated with the study was structured to form a relationship with expected interview sections. (Bevan, 2014). Whereas, to reduce the phenomenon effects on me while listening to my participants during interview, I made sure I freed my thought away from been entangled or carried away in any discussion and stayed in alignment of the real content from the interview (Merleau-Ponty, 1962). According to Høffding and Martiny (2015), the researcher took a second-person perception. A position that connects the experience, thoughtfulness and understanding of interviewer and interviewee reverberated (Varela & Shear 1999).

Van Manen (1984) stated that this type of study duplicates individuals' practices and the way they express those practices towards a clearer understanding of the deeper meaning or significance of an aspect of human experience, in the context of the whole of human experience. So, in the phenomenological investigation of the experience of being a faculty in the Ohio University internationalizing curriculum we which to understand

how a faculty looks like for different persons as an aspect of their lives and by extension, as an area that makes it possible of our being human. To be accessible to other people's experiences, a researcher must tape the conversation while the respondent answers certain questions as a lived personal experience. Also, bearing in mind that the researcher should ask reasonable and moderate questions. VanManen (1984) further explained that when interviewing others regarding their experience of a specific phenomenon, it is crucial to stay close to the experience as lived. When asking what an experience is like, we should stay very concrete. Ask the participant about a specific instance, situation, person, or event. Thereafter, delve into the whole experience to the fullest (Manen,1984).

Phenomenological interviews were conducted with selected participants based on the topic of the study. From these, a framework was developed and presented as a guide for the global interest in fulfilling their policy for the collective benefits of internationalization in the higher education system. The researcher in this study relatively like any other qualitative investigator served to be principal tool for the gathering of information from participants (Creswell, 2007). The researcher conducted semi-structured interviews with faculty members with in-depth descriptions in association with the research questions and sub-questions that were provided during the interview sessions that were conducted (Creswell, 2007).

The researcher gathered detailed responses through guided interviews and follow-up questions to make certain that comprehensive and all-inclusive responses are collected (Creswell, 2007). The interview comprises five sections that demonstrated the Appreciative Inquiry (AI) formats. Interview questions followed the AI,

internationalizing the curriculum, glocal curriculum, glocally informed pedagogy, and glocal competence format drawn from a few articles that are read and connected with the model and theory (Creswell, 2007).

A semi-structured interview was conducted whereby questions and sub-questions were utilized for a guiding purpose and good conduct of interviews. All questions were open-ended which enabled the researcher to ask follow-up questions and for further explanation when need be (Sparkes & Smith, 2013). The use of open-ended questions helped participants to intensively describe their experiences about globalization and the global education system (Sparkes & Smith, 2013). Interview questions were relevant to the topic and drawn from literature identified for the study (Sparkes & Smith, 2013). The list of questions was also reduced to avoid boredom and refined whereby sensitive questions were placed in the middle or towards the end (Sparkes & Smith, 2013). It is an expectation that participants were able to describe their distinctive experiences as associated with the research questions and emanated sub-questions.

Participants were informed about the study through email and their consent were requested for participation. Also, virtual interviews were embarked on as proof. All interview discussions were recorded to avoid data misinterpretations (Adebayo, 2015). During the post-interview stage, a diary was created and kept assisting in clarifying respondents' perspectives. Thereafter, data were regrouped for the data analysis purposes. Meanwhile, accessible faculty members were chosen for the interview (Adebayo, 2015).

Instrument

Since the study employs a qualitative method approach, the information gathering tools employed for the research were virtual interviews. The interview questions were based on the gaps that were discovered in the literature as stated in the problem statement section of this study (Sparkes & Smith, 2013). The interview questions were developed based on the problem statement, research questions, and literature review of the study because they all carry an interwoven terms that relate to what the study was meant to explore (i.e., internationalization of the curriculum to foster glocal competence) (Sparkes & Smith, 2013). Interview questions were based on terms such as glocalization (global-local), internationalization, global education, glocal awareness, glocal curriculum, glocal competence, informed pedagogy, and locally informed pedagogy (LIP) (Jean-Francois, 2015), Appreciative Inquiry (AI) (Cooperrider and Godwin, 2001). Some examples of interview questions are: Can you please describe the process that you use to integrate both global and local content into your course syllabus? How do you incorporate global and local content or issues or practices into your teaching? Do you believe that a student can be both globally and locally competent? Please, explain!

All respondents were asked identical questions sequentially, (i.e., questions that delve deeper into their unique lived experiences to explore their understanding of internationalization and glocal competence) meanwhile the interviewer further inductively investigated key responses and supplementary questions which were generated during the discussion (Guest et al., 2006).

Document Analysis

Following the advice of Dvora Yanow (2007) I used document analysis to support the interview I conducted. Participants were asked to share documents such as the course syllabus, readings assigned to their class, examples of lesson plans, and in-class activities they use. Documents could help in giving a contextual evidence earlier to designing the research plan before conducting interviews. However, documents may authenticate observational and interview data, or they might contradict them. These are based on the researcher's plan to be directed with indication that is required for explanation, or maybe, to compare data collected (Yanow, 2007). My planning to use both interviews and document analysis was carefully connected with my determination to utilize a unified methodology (Owen, 2014), and ensure triangulation of data in the study.

Data Analysis

Rust et al. (1999) stated that the moment a researcher indicates to analyze collected data, such a researcher have decided on how to intelligently utilize or make of those data that has been collected or gathered. In the case of qualitative data analysis, a researcher must be very skillful in writing to be able to navigate several repetitions and volumes of data. However, as informed by Buchanan and Jones (2010); Nelson et al. (2014) it is also important to understand how to categorize data collected at the analyses stage. Recognizing qualitative data nature and components is very vital because it is a process that involves a bundle of collected data (Neill, 2011 & Taylor, 2014). Therefore, this study demonstrated a stable condition and collected data were descriptive in nature

from the main source whereby all analysis and data collected were related to this study

topic (Neill, 2011 & Taylor, 2014).

The researcher used purpose-built tools for categorizing, organizing, and

arranging information. The study offered practical understanding of thematic

identification, analyzing, and interpreting patterns of evaluation, underlying theme

conversation, and ideas with explanatory references a pragmatic view of thematic

analysis, underlying theme discussion, and themes with illustrative quotes (Saldana,

2013). A coding table of invariant constituents was generated with each interview

question, individual participants, responses, and the codes, depending on the codes which

emerged. On the other hand, sub-codes were used based on the code that emerges

(Saldana, 2013).

In this study, there was cautious and repetitive reading of each interview

transcript, and the "open coding" technique was used (Strauss & Corbin, 1998) to

identify instances of interviewees' perceptions of faculty internationalizing their

curriculum at the glocal level.

According to Lin (2013) "open coding is the identification of concepts and

categories by segmenting data (e.g., interview transcriptions) into smaller units and

labeling and describing their conceptual properties. It can be done word-by-word, line-

by-line, by paragraphs, or by perusing of the whole document" (p, 473). This serves as a

way of recognizing and conscripting data systematically by way of categorizing and

justifying its contents as the researcher chooses (Lin, 2013). Also, the researcher

understood that it is imperative to bear in mind the purpose or intention of employing the

choice of coding system. At this end, themes and ideas were grouped analytically

Furthermore, it is perceived that nearly all researchers' analysis followed a conventional

approach when analyzing in phenomenological study (Gibbs, 2015) and contents

followed a critical scrutiny (Strauss & Corbin, 1998, as cited in Lin, 2013, p. 473).

Furthermore, it is perceived that nearly all researchers' analysis followed a conventional

approach when analyzing in phenomenological study (Gibbs, 2015). Therefore, data were

analyzed utilizing the modification of the van Kaam method of analysis of

phenomenological data. The moment codes and sub-codes are done at the initial coding

cycle, the researcher began the second cycle of coding, and themes were generated for

each interview question. Codes and sub-codes from the first cycle coding were analyzed

and reorganized into the proper themes (Creswell, 2013; Marshall & Rossman, 1995;

Patton, 2002). Furthermore, the researcher proposed explanations regarding how themes

are coded, recoded, and generated from the interview data (Creswell, 2013; Marshall &

Rossman, 1995; Patton, 2002). The information was analyzed across the listed phases: (a)

Thoroughly taking time to figure out every single conversation to discover significant

words and expressions applied during the coding process. (b) Assigning codes to the data

based on common topics that were identified. (c) Clustering the recognized topics into

groups to detect the themes and subthemes that appeared from the data (Creswell, 2013;

Marshall & Rossman, 1995; Patton, 2002). Responses that fell outside noted patterns and

possible generalizations were observed (Creswell, 2013; Marshall & Rossman, 1995;

Patton, 2002).

In phenomenological research, several additional phases of reflection and analysis are implicated in data analysis. These include phenomenological reduction, imaginative variation, thematizing invariant constituents or horizons, and synthesis into descriptions of meanings and essence. (Creswell, 2013; Marshall & Rossman, 1995; Patton, 2002).

Phenomenological Reduction

According to Zahavi (2019) epoché and the reduction are relatively elements in a philosophical reflection with the intention to give freedom from researchers' usual ways of getting stuck with what we hear or see without investigation. Therefore, it is needful to be conscious of who we are and the realization of how important it is to be connectively conscious. In phenomenology reduction indicates bracketing or arranging data to find out patterns and themes that might appear (Gibbs, 2015). It is a technique or system of distinctive reflection on the lived experience meaning for the purpose of achieving a mental image and necessary underlying knowledge phenomenologically (Van Manen, 2017). However, practicing reduction should be a guide to assist the researcher to concentrate and focus and not to deviate from the lived experience being understudied (Van Manen, 2017). In practicing reduction, bracketing is suggested to be practicalized by the researcher putting aside its own beliefs and concentrate on respondents lived experience to prove authenticity of data. All through the process of data collection and analysis, predisposition was suspended, and the researcher recognized that involving personal interpretations would influence the study (Chan et al., 2013). Therefore, measures to enhance the trustworthiness of the data analysis was introduced to ascertain participants statement authenticity (Chan et al., 2013). This was done through

transcription, and highlights of important statements (Gibbs, 2015). Afterwards, my data were arranged into significant groups, by way of blending substantial meaningful declarations as themes. However, this was done by grouping the interviewees into sections and I placed the responses of those statements I wanted to explore in a table whereby I could view specific significant statements they made and observed the themes and sub-themes that emerged repeatedly during interviews for further analysis through mapping of similarities and dissimilarities (Henry, Tolan, & Gorman-Smith, 2005).

Imaginative Variation

Eddles-Hirsch (2015) mentioned the primary phase proposed by Moustakas (1994) in the phenomenological reduction method as horizontalization of the data. This signifies writing comments within every text also making use of parallel line to denote when there is a change in descriptions. first step recommended by Moustakas (1994) in the phenomenological reduction process as horizontalization of the data. That is making notes in the margin of each transcript and to use a horizontal line to signify when meaning changes in their descriptions. Moustakas (1994) also recommended that thus made it significant for the investigator to be approachable or open to every statement from the participants' (faculties) knowledge and skills, by allowing and yielding each remark an identical value (Moustakas, 1994). According to Eddles-Hirsh (2015), this step is related to the epoche process and required that the researcher should be open-minded when examining each statement. For example, assertions that were mentioned to the event or experience which undergo investigation were taken from the text and documented independently on a report (Eddles-Hirsh, 2015). Such declarations could be

described as the horizons. In order to describe this procedure, the researcher must extract a small example of the horizons collected for one of the participants in the study (Eddles-Hirsh, 2015).

It is of great importance that the researcher understand and be able to develop, utilize, and manifest the skill of imagination (i.e., creativity of inventiveness), divergence, and knowledge through unlimited perspectives to present that which our study desire to explain (Gibbs, 2015; Moustakas, 1994;). In addition, imaginative variation is a phase targeted at analyzing and developing an idea or phenomenon comprehensively in a unique manner through a psychological procedure. Moreover, a distinctive attribute of the events are imaginatively distorted to comprehend the phenomenon that is been researched from differing viewpoints (Turley et al., 2016; Sohn et al., 2017). As an investigative approach, it serves the intent of how a specific phenomenon offers itself to the researcher responsiveness (Turley et al., 2016). The themes that repeatedly popped out while describing participants responses were from phenomenological reduction (Moustakas, 1994; Pollard 2018, as cited in Gibbs, 2015). For example, there were themes such as motivation to internationalize the curriculum, diverse perspectives on glocal competence, faculty involvement internationalization planning, and so on. Therefore, the imaginative variation was technically arranged in a suitable manner that supported the interview and analysis phases basically and completely appreciate participants lived experience. (Sohn et al., 2017; Turley et al., 2016).

Synthesis

Barnett-Page and Thomas (2009) described synthesis as an endeavour that connect different interviews into complete form using innovative techniques to create relative and reasonable understanding. Based on this the researcher was able to integrate or synthesize data in a well organize format to adequately present respondents lived experience (Creswell, 2013). A thematic analysis was used in this study to identify and blend significant and critical emerging themes of which all findings are thematically reviewed and summarized (York University, n.d., method of synthesis section, para. 4). Also, all data were in tabulated to give room for very important themes. At this point I was able to offer the lived experience of my participants as regards their perception of internationalization in higher education and their experiences as communicated during their lectures (York University, n.d., method of synthesis section, para. 4).

Each interview went through an in-depth review. A spreadsheet was used to develop a combined or common phenomenon and theme matrix (Davies, 1998). There were column headings, rows, key themes, with each column row containing individual interview contents. The possibility for a new column heading emerged whereby similarities and differences were identified in the process of combining results across the studies. Some theme descriptors in the matrix were adapted and expanded. The result of this was synthesized across all the interviews (Cutler, et al., 2013). For example, some of the emerging themes were faculty involvement in internationalization planning, internationalization, glocally informed pedagogy and sustenance of internationalization of the curriculum and internationalization of the curriculum as a core value.

Trustworthiness

To conduct high-quality research, the researchers must remain associated with modern procedural thoughts with good and hi index recent publications (Birt et al., 2016; Burke, 2016; Levitt, 2016; Morse, 2016 as cited in Smith & McGannon, 2018) on issues like thoroughness (Bittlinger, 2017; Cypress, 2017; Henry, 2015 as cited in Smith & McGannon). Reviewing methodologies used in research can be helpful resources for development and offering solutions towards mentioned developments. Such approaches or procedures are member checking, inter-rater reliability, and the notion of universal criteria within the context of Tracy's (2010), which sustained that qualitative research must maintain thoroughness.

When identifying the philosophical position of an article, coders should take note of authors' explicit intention to express their philosophical position or not (i.e., stated vs. assumed). This must be assessed to verify if the information offered in the study was methodically coherent and proved arrangement concerning the process engaged to collect and analyze data, present the results, and ensure trustworthiness (Poucher et al., 2020).

Gorman and Clayton (2005) outline eight steps to ensure trustworthiness, doing exactly what one is supposed or intended to be done: by triangulating, gathering/collecting data from diverse and various sources, or through the employment of respective dissimilar approaches (Gorman & Clayton, 2005). Secondly, full documentation of data, including various indication and proofs and suitable references can be recorded, with documents, proceedings, and other data sources should in case or perhaps any of them are confronted or tested (Gorman & Clayton, 2005). Third and

fourth are, linking together the result of the phenomenon studied or investigated and what was arrived at, to apprehend the relevance. Also, checking, and aligning that information that does not stand to encourage the study must be identified as highlighted by (Gorman & Clayton, 2005). However, Gorman and Clayton (2005) also advised that it is important to welcome questions and be open to explanations to support the life event researched even if those question does not make sense or will be written off in time to come. However, it was advised also that as a researcher, one will need to demonstrate by expression areas where one's preconceptions almost manifested (Gorman & Clayton, 2005). Lastly, there is need to undergo a member check to assist in assessing the report through an unbiased individual or participant (Gorman & Clayton, 2005). While the "last is the awareness of limitations in both data obtained and the generalizability of a study" (p. 25) coherence within published qualitative studies (Gorman & Clayton, 2005).

The qualitative analysis chosen is thematic and it is meant to recognize familiar and repeated ideas and statements that shows up in the data during collection and analysis (QSR International, n.d.). However, using this format made it easier to control huge quantity of areas that is dedicated to examining the credibility of the study (QSR International, n.d.). Loh (2013) suggested that it is very important for a researcher to put into consideration matters that have to do with trustworthiness in analysing narrative research for quality purposes. This method was satisfactorily, methodically, and thoroughly employed to make sure of consistency in this study.

In addition, to guarantee trustworthiness, I used interviews and document analysis to collect data from different sources with different methods. All data that were collected

are documented to ensure nothing was left out. Other relevant documents that might not

support the research are added to reflect the other side of the argument. The researcher

made a reflection of himself to ensure that all biases were acknowledged. This helped in

maintaining the purpose of the current study (i.e., to examine procedural concept)

(Poucher et al., 2020). Moreover, the researcher utilized   approaches to minimize the risk

to credibility, made decisions about transferability, enhance dependability, and make sure

the conformability of the study (Poucher et al., 2020).

Transferability

Transferability has to do with the degree at which the findings for this study is

exchangeable to a familiar environment (Merriam, 2001). Although conclusions and

results from this study may not be generalizable, into specific ideas whereby the results

can be moved to specific similar settings and sample derived from population (Lincoln &

Guba, 1985; Schofield 2000). A thick rich description was used to ensure transferability.

The extent of generalizability or transferability among settings is a direct purpose of the

similarity between the two situations or their related relevance (Lincoln & Guba 1985;

Schofield 2000). Therefore, judgments about transferability vary based on clarification of

theoretical metaphors as applied through settings and the way cause-and-effect allegories

that occur among two contexts are identified (Hellstrom, 2008). Also, it is essential for

concepts to be delimited (i.e., enclosed) with the use of thick descriptions (Lincoln &

Guba, 1985; Ruddin, 2006; Schofield, 2000), action and interactional elements of the

theory must be stated (Corbin & Strauss, 2008), fundamental statements must be clear

and explained and conclusions with meaning outside of the immediate context of the study should be drawn (Finfgeld-Connett, 2010).

The material for analysis was drawn from the critical views of interviewees or respondents' situations regarding whether faculty found solutions to specific difficult circumstances while embarking on the implementation of their internationalized curriculum and made use of effective internationalization tools to address such circumstances. This was also used to validate the procedures and the results.

Credibility

As one of the essential tools and valuable approaches that helps make a study authentic, credibility was used as a strategy to guarantee that this study can be relied upon and be trusted (Brantlinger et al., 2005; Creswell, 2005). However, when the principle related to credibility is properly applied by a researcher, it reduces or eliminates the threats of biases, subjectivity, and predispositions. Establishing credibility has been considered by several researchers as one of the essential indicators for strong qualitative inquiry (Liao, & Hitchcock, 2018). It further involves the accurate description of the occurrence of interest and the generation of convincing research claims (Kvale, 1996; Marshall & Rossman, 2011), which might be promoted with the use of a systematic procedure through all stages of research.

Trochim (2006) posits that credibility standards and principles require that qualitative study outcomes are credible by looking at it from the viewpoint of contributors involved in the study. Credibility exposes the level of honest in the study and how researchers can position their ideas and accurately illustrate their perceptions.

(Trochim, 2006). It confirms whether the researcher did what claims to have been done. Credibility, therefore, confirms that comprehensive or systemic study is accomplished when we avoid obstructions that might affect our principles and ideas rather it is important to state such when they exist (Trochim, 2006).

Patton (2014) declares that for qualitative research to credible, there are three elements it must fulfill. The first element involves thorough procedures and approaches. Questions were posted on the intense and extent of credibility of assessment or evaluation in qualitative research which could be influenced by personal feelings, or opinions and a liability or tendency to be manipulated (Maxwell, 2005).In order to minimize or eradicate such preconceptions and prejudices, it is advise that an intensive research should be embarked upon that inform about the circumstances or situation prevailing at a particular time or underlying a specific phenomenon or experience by engaging information and background therein (Maxwell, 2005). The question becomes what are the relevant themes and different designs that occurred? Bearing in mind the need to be methodically intellectual in a reasonable manner (Maxwell, 2005). Another component to concentrate on is the integrity of the investigator to avoid or reduce to the beast minimum by finding out the investigator's level of education, background information on funding, previous level of awareness as regards the study and site (Maxwell, 2005). Somehow, the researcher will report any personal and professional experiences that might affect data collection, analysis, and interpretation (Maxwell, 2005).

In addressing credibility, this study attempted to ensure that the true image of the phenomenon under study is being presented (Cope, 2014; Shenton, 2004). The qualitative

analysis consisted of interviews, resulting in the development of themes such as the relationship between internationalization and institutionalization in designing curriculum for HE at Ohio University. The proximity between the methods (interviews, documents, and analysis) as stated by (Flynn et al., 2018; Nyumba *et al.,* 2018; Padgett, 1998) is an indication of the level of authenticity and credibility (rigor and trustworthiness). Results from interviews were provided to see if similar findings had emerged from previous studies (Smallbone & Quinton, 2004). This helped the study to establish trustworthiness which can be assessed through four principles: credibility, transferability, dependability, and confirmability. The measurement of human behavior belongs to the widely accepted positivist view, or empirical-analytic approach, to discerning reality (Smallbone & Quinton, 2004).

Dependability

The uniformity and reliability of this study is very important, if a study must identify as valid (Merriam, 2001). Therefore, for me as a researcher to guarantee dependability, the procedure for gathering and accumulating data which resulted to the discoveries or results was intensively explained. More essentially a peer assessment procedure was duly followed inclusively with my committee. I also

Confirmability

Can other researcher confirm the Genuity of the research free of bias away from the investigator's awareness? Then how important is member check to the study? The investigator to show evidence of confirmability therefore, engaged on a member check for a feedback and validation (i.e., done by someone that cannot be manipulated).

Auditing and interpretation were provided for the data that were gathered. Confirmability and vividness were addressed by using thick, rich quotes that personified the emerging themes. To ensure the accuracy of interpretations, an audit trail was maintained, and an experienced mentor was involved in the data analysis. Triangulation was confirmed by using multiple methods of data collection, including data from the interviews, the notes from the reflexive journal, documentation, and the scientific literature (Cope, 2014).

In conclusion, the researcher's theoretical acceptance that all information given are true or revealing the true picture of what might manifested is vital (Patton, 2014). . Much importantly an investigator should be able to present where they stand as regards their position that underlies their decision on data analysis (Patton, 2014). Triangulation approach was embarked upon in a way that it reduced the risk on authenticity of study using numerous resources information and importantly stating the social processes of my study (Patton, 2014).

Most importantly, to validate the coding of information collected, a reviewing process was carried out by appointing a co-reviewer or peer reviewer to verify all data collected (Patton, 2014).

- Not less than two characters constantly appears during coding analysis:

- The writer is the individual accountable for designing the code that is evaluated.

- The evaluator is accountable for assessing the code and describing the results to the writer.

- Code review presents a lot of benefits such as discovering errors as soon as possible for simple resolve.

Code review presents a lot of benefits such as discovering bugs early when they are cheap to fix. It helps to sustain a consistent coding style across the study (Patton, 2014).

Ethical Considerations

The researcher applied for Institutional Research Board (IRB) approval to be able to carry out the research appropriately. According to the Ohio University's IRB (2020), All studies requiring people are subordinate to the national authority rules. This incorporates all from medical experiments to studies, conversations, and reflection. This includes everything from clinical trials to surveys, interviews, and observation. IRB further states that any research involving masters and doctoral study that requires human participants examination and authorization by the IRB prior to a study can commence. IRB approval was obtained to conduct this study.

An informed consent document was signed by the participants before they are interviewed. Semi-structured, in-depth phenomenological interviews were in the form of conversations and to view what conventionally may be 'leading questions' within the interaction (Jacobsson & Åkerström, 2012) and following it as a site for co-construction, for shared knowledge and meaning-making (Koro-Ljungberg, 2008).

Invitation letters were written and sent to the respondents. The letter explained the purpose of the study and assured them of privacy and confidentiality. Also, a letter of informed consent was given to selected participants. The study used a qualitative approach i.e., interviews, and collect data from purposively identified and consenting respondents. The identified selected participants were informed of their right not to answer questions they were not comfortable with and that participants have the right to

opt-out of the interview if not comfortable with questions or the environmental setup.

Pseudonyms were used to protect the anonymity and privacy of the participants.

Positionality

According to Bhattacharya (2017), it is expected that researchers should be clear

and mindful as regarding to experience and beliefs, principles and standard. Bhattacharya

(2017) acknowledges methodologies that the researcher's positionality impacts data

collection and analysis. As an upcoming researcher that is potentially reading and

interested in a comparative study, globalization, and the global system of education, I was

curious to know the influence of globalization in a higher education system

(Bhattacharya, 2017). I also, wanted to know about glocalization and glocal education,

internationalization, glocal curriculum, glocal awareness, glocal competence pedagogy

lecturers used in internationalizing their curriculum (Bhattacharya, 2017). I had the

privilege to study in different countries and have studied their educational systems. I was

curious to know the reason why certain powers that dominates the world education

system through their powerful economy (Bhattacharya, 2017).

However, I also wanted to understand more about global education and

globalization and how they both could empower a more relatively standardized education

across nations (Bhattacharya, 2017). I wanted to know why faculty must internationalize

their curriculum and understand the connection between global and local awareness. I

wanted to know if faculty understand why they need to use an appropriately informed

pedagogy to internationalize their curriculum (Bhattacharya, 2017). I intended to have

more understanding of the choice of my topic of study and to receive more understanding

of how both variables interact to produce a desirable result globally. I have explored how faculty internationalize their curriculum at the higher education level at Ohio University in Athens. Additionally, in phenomenological research, the epoche provides a source of researcher positionality as well (Bhattacharya, 2017).

Summary

This chapter discussed the methodological approaches that were used in accomplishing this study. It focused on the philosophy that is related to the research techniques. It also explained the choices regarding the strategies, approaches, procedures, and techniques that were used to perform this research. It clarified the sampling and participant selection procedures, data collection, and data analysis strategies.

Chapter 4: Research Findings

Introduction

The purpose of this study was to explore the experience of faculty at a U.S. University in internationalizing their curriculum to foster student glocal competence. This chapter provides brief narratives of the sixteen (16) participants and anticipates providing a better understanding of the experience and perspectives of the faculty at Ohio University, Athens in internationalizing their curriculum, which according to some researchers and leaders in HE have recently tried to incorporate. In response to this responsibility, the researcher, therefore, conducted phenomenology interviews with sixteen purposefully selected participants on how they internationalize their curriculum to foster student glocal competence. This study uses a phenomenological approach to better analyze the lived experience of participants concerning the subject matter.

It is pertinent to remember the reason this approach is the best suited for this study. According to Creswell and Poth (2016), a phenomenological study is centered or grounded on a phenomenon or concept that illustrates the meaning for several persons or individuals' lived experiences. Selected participants (i.e., phenomenologists) concentrated on illustrating, recounting, and explaining what they have in common from years of experiencing the phenomenon of internationalizing their curriculum. The interview questions were designed to present faculty with appropriate and relevant insight into the phenomenon under investigation, which is to uncover what the participant is thinking (Patton, 1990) and to reveal their own relevant story accordingly. This is a qualitative phenomenological single case study, which used Ohio University as the research setting.

The participants in this study are faculty at Ohio University. A questionnaire was used to collect the data. The analysis was done through coding, identification of emerging themes, and presentation and discussions of the findings.

Specifically, this chapter is designed to present some insight into the participants' backgrounds by exploring their experience as faculty at Ohio University in internationalizing their curriculum to foster student glocal competence. The aspiration is that by providing a context that situates each faculty through Appreciative Inquiry (AI) in their narratives, a representation of their practice and perspective about curriculum internationalization will emerge. The research results are organized coherently following the study's four research questions, which contributed to the purpose of the study. For example, how do faculty experience a U.S. university initiative for internationalizing their curriculum to foster student glocal competence? Also, the organizing units under each research question (RQ) are as follows; faculty experience with glocal curriculum and glocal competence inquiry, glocally informed pedagogy, and sustenance of internationalization of the curriculum, and so on.

This chapter is divided into two sections. The first section contains profiles of the study participants. These were all outlined below in a table format to better view and understand. The second section discusses the following research questions:

1. How do faculty's lived experience at a U.S university demonstrate the initiative for internationalizing their curriculum to foster student glocal competence?

2. How do faculty at a U.S university explains the process of internationalizing their curriculum to foster student glocal competence?

3. How do faculty at the U.S. university apply and make meaning of the process of glocally informed pedagogical strategies that help sustain the internationalizing of their curriculum?

4. How do faculty at a U.S. university interpret their experience in internationalizing their curriculum to foster glocal competence?

Profiles of Participants

This section describes the profiles of participants selected for the study at Ohio University Athens. Table 1 summarizes the profiles of the study participants by gender, race, age group, type of faculty, and academic affiliation. Pseudonyms are used to protect the anonymity of the participants and to ensure confidentiality.

Table 1

Profiles of Study Participants by Gender, Age Group, Race, Type of Faculty, and Academic Affiliation.

Pseudonym	Gender	Age Group	Race	Type of Faculty	Academic Affiliation
Paulina	Female	36 and older	American	Faculty Instructor	The Patton College of Education,
Gerrard	Male	36 and older	American	Tenure-Track	Voinovich School of Leadership and Public Affairs
Stephanie	Female	36 and older	American	Tenure-Track	The Patton College of Education,
Colby	Male	36 and older	American	Tenure-track	College of Arts & Science
Pseudonym	**Gender**	**Age Group**	**Race**	**Type of Faculty**	**Academic Affiliation**
Adolphus	Male	36 and older	Netherland	Tenure-track	The Patton College Education

Amara	Male	36 and older	American	Tenure-Track	College of Arts & Sciences.
Hilda	Female	36 and older	Kenya	Tenure-Track	College of Art and Science
Friedel	Male	36 and older	Poland	Tenure-track	Scripps College of Communication
Rosemary	Female	36 and older	American	Tenure-Track	The Patton College of Education
Nathaniel	Male	36 and older	Pakistan	Tenure-Track	Heritage College of Osteopathic Medicine, Social
Woods	Male	36 and older	America	Faculty Instructor	College of Arts & Sciences
Phillipe	Male	36 and older	America	Tenure-Track	Russ College of Engineering & Technology
Gladys	Female	36 and older	American	Faculty Instructor	Heritage College of Osteopathic Medicine
Shannon	Female	36 and older	Turkey	Tenure-Track	College of Arts & Sciences
Samson	Male	36 and older	Europe	Faculty Instructor	The Patton College of Education
Jordan	Male	36 and older	American	Tenure-Track	The Patton College, Educational

Note. The table above explains the participants' profiles by gender (male and female).

Paulina is a female and a White American from the United States of America. She is an instructional faculty member at the Teachers' Education from the Department of Special Education, Patton Education. She has spent over two decades with the University and has experience in internationalizing her curriculum. Gerrard is a male professor over

36 years of age. He is a White American (i.e., USA) and a tenured faculty member at Voinovich School of Leadership. Public Affairs, Environmental Studies. He, as well, has two decades of experience in teaching and has stayed for a very long time with the University with many years of experience in internationalization and presently a deputy dean and lecturer at the Voinovich School of Leadership.

Stephanie an American is a tenured track faculty and has been teaching for a very long-time with good experience in internationalizing her curriculum. Colby, an American, is a tenured faculty in the College of the Arts & Science, Classics & World religion and has taught in the Indian Religion and Philosophy program for a long period. He has experience in internationalizing his curriculum through the regular classroom and study abroad programs. Adolphus from Netherland is a tenured track faculty member at the Patton College Education, Department of Educational Studies in the Social Studies program, (Middle Children). Amara from America is a tenured faculty at the College of Arts and Sciences, at the Department of Political Science program.

Hilda was hired as a tenured faculty to teach in the College of Art and Science. Hilda has been in the University several for years as an international faculty internationalizing her curriculum with the students. Moreover, Friedel, from Europe, is a tenured faculty at the Scripps College of Communication, Department of Media Arts and Studies, and specializes in screenwriting and documentary storytelling. He organizes study abroad programs to internationalize his curriculum. Rosemary is an American, and she is over 36 years of age. She is a tenured faculty at Patton College of Education. She

also, has spent over two decades teaching and internationalizing her curriculum with students.

Nathaniel, from Asia, is a tenured faculty at the Heritage College of Osteopathic Medicine, Department of Social Medicine in the social medicine program. He has been teaching and internationalizing his curriculum for over three decades with the students at different colleges. Woods is a male, and he is over 36 years of age from North America. He is a tenured faculty at the College of Arts and Sciences, department of modern languages. Phillipe from America is a tenured faculty and co-chair at Russ College of Engineering and Technology, in the Department of Industrial and Systems Engineering, in the industrial and systems program. He is highly noted as a faculty that is highly involved in internationalization. Gladys from America is an instructional faculty at Heritage College of Osteopathic Department of Medicine, Social Medicine program, she has been in the teaching profession for a long time internationalizing her curriculum with her students.

Shannon is from the Middle East and a tenured faculty at the College of Arts and Sciences, Department of political science, political science program. She is very experienced in the internationalization of the curriculum. In addition, Samson is a faculty from Europe and is a faculty Instructor at Patton College. He has spent a few years in the department internationalizing the curriculum. Jordan is a tenured faculty at the Patton College, Department of Educational Studies, a professor of innovative learning and design. Most of the participants in the study conveyed that that faculty hired by the university could be grouped into two categories:

a. Faculty hired based on internationalized backgrounds, who studied in the U.S or with international research experience, and who are intended to inculcate such experience into institution curriculum to help students attain glocal experience as well as enable the university to attain international intended goals.

b. Faculty that are U.S citizens with international research experience, transferable, and teachable to assist student glocal competence and fulfill institution international intended goals.

This style of hiring occurred to achieve stated university global goals. All faculty attested that they were hired based on a responsibility to internationalize their curriculum, which makes it easier for them to practice the glocal because that is what they were hired to do, as they have the background and experience. Also, because they were international themselves or because their research is based on international practices, or because they have international work experiences their hiring practices are tied to the vision and goal of the university. Table 2 and Table 3 below illustrate the country, continent, and international backgrounds of the study participants.

The section below describes a globally diverse workforce hired to empower and fulfill the university's vision of internationalization. It demonstrates participants interviewed in categories as employed faculty, their country of birth, the names, country, continent, and faculty type of participants. This explains faculty with internationalized experience.

Table 2

Description of International Faculty by Name, Country, Continent, and Type

Names	Country	Continent	Faculty Type
Hilda	Kenya-East Africa	Africa	Tenured Track
Phillipe	Iran-Middle East Asia	Asian	Tenured Track
Shannon	Turkey-Middle East Asia	Asia	Tenured Track
Samson	England-United Kingdom	Europe	Faculty Instructor
Nathaniel	India-South Asia	Asia	Tenured Track
Adolphus	Netherlands-Northwest Europe	Europe	Tenured Track
Rosemary	Bahamas-Southeast Coast	America	Tenured Track
Friedel	Brazil-Portuguese	America	Tenured Track

Note. The table above describes the international faculty.

The table below illustrates the locally diverse force with intensive global-local experience in connection with the type above table, working together to manifest an internationalized curriculum for the institution.

Table 3

Description of Domestic Faculty with an International Experience by Name, Country,

Continent, and Faculty Type.

Names	Country	Continent	Faculty Type
Perry	White American	America	Faculty Instructor
Gerrard	White American (USA)	America	Tenured Track
Amara	United States of America	America	Tenured Track
Gladys	Caucasian American (USA)	America	Faculty Instructor
Colby	Non-Hispanic, American	America	Tenured Track
Names	Country	Continent	Faculty Type
Woods	American (USA)	America	Tenured Track
Stephanie	America (USA)	America	Tenured Track
Jordan	America (USA)	America	Tenured Track

Note. The table above describes the domestic faculty with an international experience.

All the faculty interviewed however stated that they did not find it difficult to incorporate global local content since that is what they were hired to do in the first place. Also, responses from interviews demonstrated a unanimous agreement that faculty experienced student transformation with global and local awareness through contents taught, travel, exchange programs, and learning outcomes.

The information presented was gathered from the responses shared by each participant during the interviews. Incorporation of the participants' responses is provided

to explore their experience at Ohio University in internationalizing their curriculum to foster student glocal competence.

To achieve and secure a deeper appreciation of the lived experience of how faculty at Ohio University internationalize their curriculum to foster students' glocal competence, the researcher conducted a set of unstructured interviews with sixteen (16) participants. The findings from conducted interviews are described in detail in this section, organized under the major headings of the four research questions.

Findings Research Question 1

How do faculty experience a U.S. university initiative for internationalizing their curriculum to foster student glocal competence?

This section displays the responses of faculty as regards their experience on glocal curriculum and glocal competence inquiry.

Faculty Experience with Glocal Curriculum and Glocal Competence Inquiry

In response to the connection of glocal curriculum and glocal competence inquiry, most of the participants indicated it was easy for them to connect the global to local. Rosemary, Adolphus, Stephanie, Hilda, and Shannon expanded on these ideas by getting to "know a few student' backgrounds" which helps give a different dimension of what internationalized teaching can look like. For example, Rosemary further expatiated that it helps to "weave those international aspects into learning activities for the curriculum". Some participants in the study indicated the need to interconnect, recognize, and contextualize the course content to reflect the integration of the curriculum. One of them

(i.e., Rosemary) mentioned that "a glocal approach to teaching and learning should be a priority."

A few participants emphasized that they do not teach or practice much of the local content for specific reasons. Colby mentioned that due to the difficulty experienced in the integration of glocal curriculum and competence, a little bit of local teaching was practiced while the majority were global content. Amara differently states, "I do not much integrate local content into my syllabus really, at all". According to him he only integrates global content into his syllabus because he says he is trained as an Africanist. However, this statement generated a discussion of concern as regards glocal teaching. On Wood's part, he did not answer the question directly, rather spoke about the cultural components of his teaching and he made his students incorporate the cultural components, using "authentic materials, reading magazine articles and things that are about a different culture". Therefore, most of the participants were able to emphasize how they connect globally with local content in their curriculum and teachings. The units of analysis provided themes based on each research question. The themes emerging from interviews that related to research question 1 were motivation to internalize the curriculum, diverse perspectives on glocal competence, personal experience, and personal experience and student background.

Theme 1: Motivation to Internationalize the Curriculum

The first theme that was generated from the interview data was the motivation of the faculty to plan, organize, administer, transform, implement, leading by example, provide, create, and utilize their experience to internationalize the curriculum. In the

section that asked about faculty core motivation to incorporate glocal competencies into the curriculum, some of the participants (i.e., Paulina, Hilda, Friedel, and Gladys) mentioned that their core motivation has been through traveling. Moreover, many of the faculty mentioned traveling with different perspectives (i.e., traveling to local settings to familiarize students with local contents and traveling internationally to encourage students to make local and global connections). Paulina further explained her core motivation sprang from her experience in the US Virgin Islands. She says,

> stepping outside of the United States, as my first teaching job, changed me. It changed my perspective and further confessed that it gave her the knowledge of what it feels like to be a minority in a society.

While Hilda added that the reason for her core motivating factor is to "make the students travel and bring the global into the classes for local discussions and reasoning" she also explained the usefulness for American students to be taught about the world by people from other parts of the world because it will give the real picture of what the world originally looks like and teach other cultures and languages. In connection, Friedel informed that his core motivation lies in his experience as a filmmaker that has traveled all over the world. For him, it is very important to be an international citizen or figure. Whereas Glady's core motivation is that she wants to "create students' that are globally aware, humble, and sensitive to the needs of people irrespective of their culture." Gerrard hinted that his core motivation is informed by his desire to,

prepare students with a knowledge and understanding of international dynamics in a globalized world, even if they want to stay and live and work and never leave Appalachian Ohio.

Stephanie's core motivation emanates from the awareness and utilization of what is being produced. Whereas Colby derived his core motivation from the ability to connect the global into local for students' acquisitions. Meanwhile, a few participants said (i.e., Adolphus, Nathaniel, and Shannon) motivation comes from their opportunity to experience being immigrants to the United States from Europe, Asia, and the Middle East. Adolphus added that his teaching career did not start in the Netherlands where he originated from but in the United States, that, coupled with gained personal and international experiences. While Shannon also added, "the way issues are addressed in similar contexts in other parts of the world motivates" her. Amara said his core motivation comes from his desire to incorporate glocal content. However, he shared "that is what I was hired to do here. And it's my training and expertise to do so".

Rosemary's core motivation laid in her philosophy, which she mentioned was driven by the fact that the world is interconnected at the local (e.g., classroom level, neighborhoods, communities), university, and organizations where we are globally connected, influenced, impacted, and affect others around us, in other communities, countries, and regions of the world. Woods simply answered that his motivation is his specific job description. Phillipe's core motivation is simply "to provide students with a broader, more diverse perspective. He sees it as having a toolkit whereas mentioned that "the more variety and different tools that you have as a faculty, the better understanding

you possess." Also, the consciousness about other people's origins and how they think and how they perceive things, gives "a better preparation to be a better citizen." Samson's core is simple, which he described as being "culture and the biggest core value and the best of core." Despite that, he came from England with a somewhat similar culture to the USA, yet he still perceived the cultural differences. Lastly, Jordan incorporates global and local content in his course syllabus because he has a better understanding of both contents. This enables him to develop richer awareness, and probably much more potential opportunity in exploring topics in more sophisticated, nuanced, and complex ways. Therefore, the core motivation of faculties interviewed exposed the ways they incorporate their similar and different cores into glocal curriculum and teaching to manifest institutional goals towards developing students to be globally competitive as expected.

All the participants shared their views as regards the degree of motivation that was involved as the impetus behind their performance, and they were so professional about it. They expressed their motivation to internationalize. The following excerpts from the participants' narratives explain these different motivational roles. Adolphus is a tenured track faculty in Education whose personal and international experience helped him to integrate international ideas into his courses here at Ohio University. He said, **"**my motivation for the internationalization of education and globalization of education has been the fact that I am an immigrant to the United States that I originally was an exchange student myself, at the University of Florida, … And so, in my teaching career which did not happen in the Netherlands but ended up starting in the United States, it

becomes obvious, and you know that personal experience, that international experience, also, drove the message home quick."

Motivation generally is noted to be spurred on either intrinsically or extrinsically (i.e., what comes from within and what encourages from the outside). This could be tailored generally towards the accomplishments of this study. All faculty were basically and generally motivated by the institution's goals and intention to internationalize which was mentioned by some of the faculty during the interview and this also manifested in the institution's method of recruitment (i.e., international, and local employees). All the faculty members mentioned that they were hired for internationalizing their curriculum. Also, they attested to the goals "that all students both domestic and international achieve global competencies and are thus best prepared to enter the global society and compete effectively for opportunities locally, nationally and globally."

All the faculty were at one time or the other motivated by different factors besides the institution's involvement and support. During the interview, Paulina, an instructional faculty in Teachers Education within the Patton College and a United States of America citizen explained that,

> My core motivation sprang from my experience in the US Virgin Islands. Stepping outside of the United States, as my first teaching job, changed me. It changed my perspective and further confessed that it gave me the knowledge of what it feels like to be a minority in a society.

She also revealed how much she helped to prepare her students, and candidates, for what to expect in those local classrooms. This could be tagged as motivation by

experience (i.e., traveling) whereby she was able to feel the local within global and the global within the local. Various opportunities should be provided for faculty members for the internationalization goals to be truly fulfilled because different people are encouraged or motivated by different things and through different experiences.

Stephanie said, "I always want to make sure I address my students' ethnicity, where they are from, and what types of research they might share." She gets to know and be aware of a bunch of her students before they get into her classes, for example, their countries. The reason has been that "I cultivate the habit of wanting to encourage them to feel safe to share anything from their countries." This, however, motivates the students as well because when faculty are motivated one way or the order, it ignites a fire in the students who in turn are motivated to participate in the execution of internationalization. Motivation from the inside (i.e., intrinsic-faculty) could be ignited by motivation from the extrinsic (i.e., outside-institution). However, the level of performance will be determined by the level of motivation and type of motivation that is given to the faculty. Colby's fundamental motivation is to teach what he needs to teach and engaging the students. Based on this "I must have the students engage with other cultures because it is part of the course, and it is designed to make other people work to integrate global content into their curriculum."

Culture is a complex phenomenon in internationalization because it is a whole part of the curriculum that needs to be carefully considered in the internationalization of the curriculum and the faculty needs to be very much motivated to be involved in it because of its complexities. Meanwhile, Adolphus mentioned, "I developed a course to

prepare the students for what they should know by always infusing, the global perspective into their curriculum". Moreover, developing a course needs motivation because as a faculty you are developing a whole life or lives of people which will be administered through and operated through a faculty member.

Whereas Amara on his part said "I integrate global content into my syllabus according to subjects, through the choice of readings. Also, I lecture, and lead discussions based on questions and assigned readings that focus on global topics." Amara's statement shows that not all motivation is directed towards internationalizing the global glocal curriculum which is the goal of the institution. The question is what is the implication of this to the university and students? While Woods's motivation was the incorporation of topics he teaches as an integral part of internationalization. Gladys is an instructional faculty at Heritage College of Osteopathic Medicine, who said,

> My mission is to create physicians and health care providers who are sensitive to people's needs. I achieve this by giving my students real-world examples of how other communities within the United States innovate to have health care.

On the other hand, looking at Gladys's motivation, one will discover that it encompasses the university goal. She sees her motivation as a mission, and this makes it more original and heart staking to achieve a fulfilled goal as directed by the institution. Does being motivated affect faculty experience in the internationalization of curriculum?

Sub-theme: Personal Experience

Experience is said to be the best teacher, so goes the saying. It is difficult to teach or transfer knowledge on what is not experienced. Most of the faculty that were

interviewed demonstrated decades of experience in teaching and internationalization while few are experienced in teaching but lacked the understanding of how to internationalize the curriculum in a global glocal dimension or lack the internationalization of curriculum generally. The question remains, what is faculty experience? Gerrard a tenure-track faculty at Voinovich Leadership College from South America assisted by saying that "I integrate international topics into the courses that I teach which was natural and kind of what I was hired to do by exposing the students to those sets of dynamics". Accomplishing this goal requires that the faculty must be experienced in working out such integration. Integration here means connecting, melting, and blending a phenomenon into a set of human beings in a way that it becomes a part of them.

However, how much does faculty experience in the delivery of content have to do with leadership? Phillipe a tenured track faculty at Russ Engineering said, "I provide the context of a specific challenge and give a piece of information to students about a specific situation while leading the discussion in his classes." Students base on trust follows information presented by their instructors or faculty as a way of directing. Therefore, there is a need for a consortium of experienced faculty to accomplish internationalization and the goals of the institution.

All the faculty interviewed were very particular about the university making use of other faculties that are already internationalizing their curriculum and have had good experiences in global-local practices. Mostly, it was mentioned that the university can make use of faculties of this kind to empower other faculty that are willing to

internationalize their curriculum. Paulina, Stephanie, Hilda, Gerrard, Phillipe, Adolphus, Colby, Gladys, and Rosemary were very specific by mentioning names of faculties that are knowledgeable and are involved in the internationalization of the curriculum. They mentioned that "such faculties could assist other faculties that are willing to internationalize their curriculum by joining their classes, inviting them as a guest speaker, or having coffee with them knowledge gained and concrete experiences." On the part of Rosemary, a tenured track at the Department of Educational Studies (Patton College of Education), she mentioned that "faculty need to loosen up with one another and that it is important that faculty interact with one another to gain more experience especially from those that have been internationalizing their curricula". She said, "it must not be when faculties meet at conferences that they can learn from one another".

Most of the faculty I interviewed have been internationalizing their curriculum for several years but without any specific guidelines of how an internationalized curriculum should be. Therefore, there is a need for assistance and support on what the guidelines and content base for inculcating global-local contents into the syllabus should be. Documents (i.e., syllabus) provided by faculties demonstrate glocal content of topics for teaching while some could not show evidence that clarifies they teach the glocal curriculum. For example, Phillipe's document that was presented to the researcher demonstrated global content in a dimension that gives room for glocal development and cross-cultural learning outcomes. Objectives were targeted towards how the global can inform the glocal in the areas of the subject offerings. The classroom readings on the document are such that it is easy for students to learn those skills and acquire the

knowledge expected for global competencies. For example, Glady's document grossly embedded global contents with no glocal focus even though the faculty when interviewed explained and gave examples of glocal involvements that are executed in and out of classroom settings. However, during the interview, the faculty demonstrated a well understanding of glocal contents but how much this was done in the classroom is still a question. Assessments were demonstrated to be through individual presentation, team presentation, and reflections. Meanwhile, drawing from Nathaniel's response during the interview shows his motivation was much engrossed with humanity when designing the syllabus, he mentioned that he uses both local and international examples to guide students and to make his teaching much more relevant to the global perspective. Samson an instructional faculty at the Patton College also was motivated in different ways as indicated by his statement: "I do implement and utilize different ideologies and methodologies from different sports in my teaching."

Most of the professors are aware of the importance of motivation as faculty leaders to inspire the students in a transformative manner to achieve institutional academic goals. Part of the expectations of faculty leadership role is that global and glocal facets should be incorporated into their teaching contents to acquire and input the attitude of competence in students.

Sub-theme: Personal and Students' Background

Another participant (i.e., Hilda) mentioned that "I try to always connect Africa with the global when teaching the students using examples through the content that I teach also through the assignments that I give the students. Hilda was hired from East

Africa, and she understands the purpose of her being hired mainly to connect her background with the internationalization of the curriculum. the university needs faculty of different backgrounds to accomplish internationalization and that was why faculty were employed from different parts of the world as identified in the table above. In another area, faculty experience will determine what you know and what you can provide. The provision here is more of the content, guidance, and leadership that is needed to assist the students acquire the competencies required. Friedel during the interview said, "I provide for the students a list of short stories to guide them in understanding the cultures of where those stories were written." Furthermore, it is important to acquire the experience of knowing your type of student and the direction of internationalizing the curriculum.

Rosemary identifies the students' backgrounds and experiences along with their needs to address the learning outcomes for the course. She said, "I also consistently try to think about what I want the students to accomplish from the course and finds a way of delivering that by engaging various learning preferences and styles to integrate students' experiences, backgrounds, and understandings". During the interview, it was discovered that not all faculty have this experience. However, Stephanie mentioned that "faculty need to appreciate that students have experience in making internationalization a fulfillment, therefore, every process of internationalizing the curriculum must carry them along for the desired purpose because the purpose of internationalization is to fulfill the stated goals of the institution." Also, the expected experience must be tied to global-local expectations, and this should part of the process of internationalization."

Theme 2: Diverse Perspectives on Glocal Competence

This section on global and local competency reveals that most of the participants interviewed except Amara believe that a student can be globally and locally competent, by looking at it from different perceptions, which they believe could qualify such a student's competency. Paulina and Gerrard perceive such individuals as "informed, open-minded, empathetic, willing to see things from different perspectives and discerning. Someone who observes, and non-judgmental, and just soaks things in." Gerrard added that "students of this kind should curiously understand the power of diversity and its strength and appreciate that harmonies and cohesions greatness above differences."

Stephanie, Gladys, and Colby believe that competence is not one thing. For example, Stephanie mentioned that "there is a need to be careful using the word 'competence' because it might mean that students can speak with authority but hope that competence would involve lifelong learners," like Gladys, who mentioned that "students should continuously update, and that competence should always be at the forefront." She described global and local competency as someone competent to learn ways to solve problems diversely. As for Colby, competency will only manifest itself "based on the amount of time spent at the institution." Whereas Adolphus described such a student as someone that "recognizes that everything local has global connections and that everything global has a local connection[s]." Hilda felt that this can only be accomplished by "students who take a variety of classes and can speak more than one language."

In contrast, Amara believes that he can support and assist his students to be globally competent but stated that "I am not sure that he has a strong understanding of what it

would mean to be locally competent, nor he does not have learning outcomes that focus on local competency in his classes." Moreover, such a student must be able to demonstrate a globalized mindset locally. She believes "global competence requires that you have interacted with people that are completely different from you." Meanwhile, Friedel, Rosemary, Nathaniel, and Woods relatively emphasized the need for "intercultural, interconnected experiences and open-mindedness, in a collaborative environment, and specified that the global community will involve traveling around the world to accomplish. Friedel mentioned the need for provision and support of experiential education because he perceives such "a competent student as a model that has been intensively involved in traveling widely across the globe as compared to others."

Rosemary posited further that the phrase "global competence" means different things to different people and the need for students to manifest evidence of open-mindedness and understand how their actions impact others' interconnected experiences around the world." However, such students must recognize, impactive, and be well informed regarding the effect, actions, and contributions to collaborative environments and their impact on future generations as it influences the global community. In contrast Nathaniel mentioned the need for intercultural competence, having a strong awareness about local culture, attitudes, values, rights with he called the "ability to manifest proof of citizenship in multiple ways and initiate the pursuit of discovery." While Woods mentioned the need for such students to demonstrate openness to new experiences, he argued that students should be,

open to speaking and interacting with people that are not like them and to understand the problems with communicating with someone from another culture are just that their problems and they can be overcome.

Participants such as Phillipe, Gladys, and Shannon further saw this as "a process and framework for a person of continuous learning and demonstration of respect to other cultures." A student that has incorporated "a level of openness to, different backgrounds, opinions, and demonstrating a more diverse experience with diverse people." However, only one participant (i.e., Samson) differently emphasized "Yes and No" as other faculty have expressed, it must be somebody that has been in both environments, learning about them, speaking differently to individuals "whether due to language barriers, it might be an accent or maybe culture." Jordan mentioned that "it is impossible to be globally competent without being locally competent also our awareness of our local communities and cultures is dependent on our ability to reflect upon our world while reflecting on other people's world." He, however, added that "such are students of the 21st century, that are prepared to enter the workplace and academia because it is a very critical component of education that is often overlooked or neglected."

The above section exposed the interest and experiences of the faculties that were interviewed on developing students' level of competence and how they perceived a student that possesses intensive global and local competency based on acquired contents faculty global-local curriculum teachings and practices.

Subtheme: Glocal Inquiry to Foster Glocal Competence

Often information gathered from faculty was directed towards glocal inquiry when they try to connect questions with the answers they provided. This is a sort of inquiry that leads students through an investigation of global citizenship, global cooperation, as well as how local solutions have been used to solve shared global issues. The inquiry is designed to open students' eyes to their role as global citizens and those skills and competencies that they need to possess to make it a worthwhile experience. While doing this, there will be a need to discard unnecessary information and infuse the essential components. All faculty during the interview agreed unanimously that there is a need to inquire locally what are the components, contents, and requirements needed to fulfill the glocal curriculum. For example, Shannon a tenured track faculty from College Arts and Science on her part said, "I try to get rid of any misconception while bringing in local to link with global issues in my classes." Investigating what is needed glocally to fulfill global expectations is very crucial to comprehend and glocal inquiry of this nature can only be accomplished through proper inquiry.

All the faculty except Amara (that does not teach glocal content) agreed that there is a need for a proper definition of that which must be accomplished through the glocal curriculum. What every course need in its specific curriculum should be well determined and explicitly outlined in the glocal context. For example, Gladys believes that students should undergo glocal experiences before they able to connect such experiences with the global context. Therefore, she always tries to find those local links that provide such experiences before thinking of traveling. In some other ways, Rosemary believes "finding

those links from the students during classes will provide the type of global discussion that will relate to their experiences." However, Colby, Phillipe, and few others believe in the glocal through specific traveling zones to connect those glocal links. Therefore, in whatever ways the faculty have chosen or determined to do this, it is very pertinent to understand that such inquiry should deliver appropriate connections to empower the students.

Theme 3: Faculty Involvement Internationalization Planning

All faculty mentioned the importance of the university involving experience faculty in the planning and process of internationalization of the curriculum. For example, Stephanie, Gladys, Amara, Phillipe, and Rosemary mentioned specifically that experience is important to make internationalization a fulfillment and they mention some faculty that have vast experience in it. Also, all the faculty concurred that through the involvement of these experienced faculty other faculty that experienced will easily be able to get connected and learn all the nitty-gritty of internationalization and specifically the glocal context of internationalization. Experience helps to connect several dots (i.e., challenges) emanating from the internationalization process and only the experience faculty could fix this because they have been there, and they know it. Also, to prepare the correct curriculum either global or glocal, or to merge them there is a need for involving the right people irrespective of their background (i.e., which is what is needed anyway). They will be able to connect students' different glocal experiences and melt them in the process because it will give a better direction for example as Rosemary, Gradwan, and Gladys have mentioned. Now, how does this connect with the glocal inquiry?

Findings for Research Question 2

How do faculty at a U.S. university explain the process of internationalizing their curriculum to foster student glocal competence?

This section is based on the faculty experience in incorporating global and local issues and practices into their teachings and the interrelationship between global and local. It entails that faculties must give their responses which were done and detailed below.

Glocally Informed Pedagogy and Internationalization

In this section, a few participants (i.e., Paulina, Gerrard, Phillipe, Gladys, and Rosemary) stated they incorporate global and local practices into their teaching primarily through role-playing and case studies. For example, Paulina's document demonstrated local content discussed and presented. It shows that students will need to demonstrate glocal understanding as drawn from the global practices inculcated in the syllabus. It also manifested an explanatory rubric on how students must demonstrate evidence. Gerrard's document also demonstrated global teachings, thoughts, and discussion with learning outcomes through global practices. Global content was delivered through local sources and instructors were local-global experienced faculty. The instructor leads the discussion in classes.

While Stephanie incorporates through what is current issues as, listening to the news both locally and internationally and tries to bring them together to demonstrate that the global and local works systematically, and all its affects. This means that what we might be experiencing here locally, is also the same experience we might see in another

country, and to think about the effect that each one of them has across the board. Rosemary says importantly, she pulls in practical understandings from the student into the course and provides examples and case studies in cases she also gives examples, that are relevant to the student community in the class and suggested that course content should be reinforced in different ways.

Here again, the issue of traveling surfaced because Colby, Adolphus, and Phillipe mentioned they use traveling (i.e., field trip, study abroad, and cost program) to internationalize. Colby further says, "I use global content with a study abroad program in India and claimed they do field trips to local places." Also, Colby demonstrates global, not glocal even though the instructor responded in an interview to always connect both and the purpose of course study (i.e., diverse religion) could easily be connected by drawing the global into glocal as informed during the interview. Colby's document demonstrated both global and local contents explicitly given room for the instructor to lead the discussion which leads to students' small group discussion. However, the faculty involved shows global-local experienced faculty, and the course materials also, manifest global practices (i.e., world religion), which are used to discuss global contents using case studies, discussion via-a-viz local. While Adolphus integrates by using "the consortium of overseas student teaching (COST) program. He further mentioned he developed a course called teaching and learning for international understanding which prepares the students things to be familiar with before they go abroad."

Meanwhile, Amara, Nathaniel, and Shannon incorporate through their lesson plans which are based on the material that they are assigned to teach (i.e., entirely global

focus). Nathaniel and Shannon similarly added that they do that by "first thinking human in designing the syllabus then in the classroom, they tend to use examples, that are relevant to show the importance of looking at issues from a local and a global perspective." Amara integrates global material into my courses by assigning and teaching material and apply a variety of different pedagogies. These three faculties also lecture, using lead discussions, and assigned readings that focus on global topics. Hilda differently says "having the students in the class already globalizes the condition and speaks for itself. I like to encourage them to talk about their Xbox because the class incorporates itself due to diverse students from diverse cultures. Students are also encouraged students to embrace and appreciate each other".

Woods incorporates globalized content by using, authentic materials, authors' readings, journalists, and make his students watch videos produced by and about foreign people about the cultures that are being targeted. He claimed this as an accepted methodology of best practices coming from the angle of incorporating authentic materials from the people, not about the people and cultures we are studying, but produced by them and from their perspectives. Meanwhile, Samson and Jordan claimed they globalize the content of their topics to show students different practices, from different cultures, countries, and continents, for students to comprehend. Samson additionally collaborates with other institutions to discuss different processes and research methods because it helps the students see evidence of ways of practice. Jordan also brings in stories and provides local examples, helping students better understand American local culture.

This section expatiates the ways the faculties (i.e., participants) integrate global-local contents in their curriculum. Participants who were interviewed explained how they integrate different methods and pedagogies into their curriculum to teach students. Faculty interviewed, however, responded to show their experience in global-local practices and how they navigate every opportunity to help students acquire global-local experiences. They responded that students demonstrate a clear understanding that global and local are interrelated and interconnected. Almost all the participants mentioned ways in which their students interrelate and interconnect the global and local.

For example, Paulina, Colby, Stephanie, Adolphus, and Hilda expressed that this is manifested through specific courses they teach, and during global projects through which students express clear connections to the comparison between the United States and other parts of the world. they see the closely intertwining and unique moment of influence connecting. For example, Gerrard's document demonstrated readings and proactive participation, presentations, a critical paradigm essay, a reflection paper, pitch presentations and memos, terms, concepts, and acronyms test, a project policy memo, and synthesis essays. Colby says, "they think and speak differently. It enriches their experiences." Although learning outcomes were not specifically mentioned on glocal levels, it is evident that it could easily be discussed and assessed through the global contents to stretch students learning experiences in acquiring the required skills and knowledge as expected from the learning outcomes. Information from the global is connected to local as informed in the interview session.

All classes are instructor lead and taught by internationalizing locally hired faculty. The assessments methods were small group discussions, quizzes, open-book exams, three sections exams viz-a-viz global. Gerrard said his students also demonstrate their understanding of global and local content through the "exposure given to them to experience issues, settings, and situations both in part and whole, and sometimes he uses a persuasive method of teaching to get them acquainted with those situations that arouse their interest." Stephanie added this occurred when she taught using a questionnaire design. For example, when talking about how to ask questions, she gave the assurance of targeting the respondents, and questions validation in terms of retrieved data.

Similarly, Hilda, Rosemary, Nathaniel, Woods, and Shannon expressed how they connect the global with the glocal in their teachings. Contrastingly, Amara emphasized that his classes do not have much focus on local material, and he does not teach classes that explicitly attempt to link-local dynamics with global dynamics. He focuses on the United States, Europe, and the global south to a lesser extent that comes in later parts of the courses. While Hilda expressed that "those classes make the students think about their place in a globalized world." Rosemary focuses her concentration on the "key ideas and a concept from the course experiences to make sure that students have a grasp of them at the end of the course to connect with their experience (i.e., background, governments, and the social movements in their community)." She also mentioned the diversity of their learning communities and the lovely blend of people from different backgrounds.

Nathaniel mentioned that the intercultural communication class on contact theory, on how to improve global harmony shows the evidence during a heated discussion

between students. Woods posited that lots of interaction with the local people during their traveling's on a person-to-person basis, evidences an advance of glocal knowledge. Shannon uses Middle Eastern politics through music to make students demonstrate such interrelationships and connectedness. Samson says this is "manifested during the teaching of strategies in coaching classes." One participant (i.e., Jordan) mentioned this demonstration happened in the context of discussing the potential for using social media for educational purposes. Students recognize the similarities and unique differences and the contribution to the global use and due to its constantly changing paradigm.

Very few participants emphasize the use of traveling to ascertain the understanding of their students in demonstrating global-local interrelation and interconnectedness. Also, Friedel said students write documentary scripts of short stories about the foreign cities in countries they traveled or are traveling to and turn it into a short film screenplay. Phillipe takes field trips with the global engineering projects students to Ghana to help them,

> Navigate language barriers and a variety of challenges and implement an engineering break which makes them flexible in understanding the uncertainties on resources, technology with unreliable electricity, and work on solutions. Gladys's global and local field trips with students made them gain such experiences and improve their thought levels.

> Therefore, participants in the above section gave different ways in which they observe that their students understand that the global and local are interrelated and

interconnected through various practices that they demonstrate with the students either in classroom activities or through travels.

Based on what university leadership could do to aid internationalization efforts and encourage faculty to incorporate global and local content in their syllabi and teaching, participants gave similar and diverse advice that could help them fulfill such efforts. All the participants that were interviewed appreciated the university excellence for example, on Collaborative Online International Learning (COIL). However, some participants (Paulina, Colby, Adolphus, Rosemary, Phillipe, Shannon, and Samson) suggested the following: that faculty need more time to internationalize, a provision of incentives for workshop and engaging speakers. Others (Gerrard, Colby, Rosemary, Paulina, and Nathaniel) suggested the investment of resources, and partnerships between faculty across colleges. One participant suggested that the definition of internationalization and globalization should be analyzed due to its necessity for students' preparation for 21st-century success, to produce critical thinking, open-mindedness, and acceptance of citizens of the world. Stephanie and Hilda further suggested enforcing changes in the curriculum on older faculty, providing a research design group on internationalization, and recognition of those faculty that internationalize their curriculum.

Also, another participant suggested incorporating global and local content into student experiences systematically. Amara specified that consideration of courses that needs accreditation, or licensure, must be measured for students to learn and demonstrate expected competencies and provision of integrative opportunities across the curriculum.

While Colby and Hilda mentioned support for small enrolment classes that internationalize. Hilda, Nathaniel, and Samson emphasized the provision of all students' happiness grants for abroad research. Friedel mentioned the "need for better involvement from the Center for ethical studies to connect with faculty." Rosemary suggested "offering modules online, which will give new experiences to faculty."

Further suggestions were given by Nathaniel that the institution leadership provides clarity on internationalization and globalization of the curriculum as a core part of the vision of Ohio University, resources for professional development. The university was advised to provide serious competitiveness in the market of internationalization. Woods suggested that connective support for international and domestic students to interact as one people. While Phillipe and Gladys mentioned that the university leadership should allow faculty to travel globally, provide guidance through the website to educate and instruct faculty on videos, or podcasts.

Gladys and Shannon mentioned that by perusing the Office of Global Opportunities travel chances created and continued in publicizing intercultural partnerships to encourage both students and faculty and, by listening to the international students and faculty. Finally, Jordan informed that creating an avenue of helping international students makes the experience worthwhile and address international ideas. Each faculty interviewed gave explicit information as regards to how and when their students manifest understanding of global-local understanding during classes, projects, and assessments.

Theme 1: Internationalization

Internationalization is a very complex word and essential in the development of a phenomenon. Therefore, it is very important not to take it lightly in the discussion curriculum either glocally, globally, or both. The questions are why internationalizing? What is to be internationalized? How do we internationalize? Who are we internationalizing? This word has been a lingering theme in this study, and it is very vital to discuss it.

Stephanie said "I see internationalized in kind of two different ways I see of that of including scholars from all different backgrounds in my curriculum. So black scholars, Hispanic scholars, because you cannot write without putting part of yourself in a publication. and international scholarship is an internationalized curriculum that would look at the lens of teaching from that global lens." Internationalization in this regard meant scholastic collaboration and networking from different backgrounds and cultures. Also, to internationalize we need these scholars' efforts joined together to find possible accomplishments of goals. It could also mean moving a specific phenomenon into the global from the local or combining different local information or content into the global. All faculty members agreed on the need for the school and its faculty to be involved in internationalization.

Internationalization is not a lone ranger. Instead, for academics, it involves a combination of the consortium, and the institution needs to oblige with this to achieve their desired goals as stated. What does internationalization involve? Who will be involved in the process? and What are those things that should be internationalized?

Adolphus in this regard says he integrates internationalization by using the consortium of overseas student teaching (COST) program. He further mentioned he developed a course called teaching and learning for international understanding which prepares the students things to be familiar with before they go abroad. Such preparation serves as pure internationalization because it pulls in every component that is needed.

The institution's leadership support is also fully needed to make internationalization a possibility. The reason is that traveling involves money, scholarship, etc. To help faculty be able to fulfill internationalization goals. Stephanie emphasized "But to some extent, the university need to put some money behind doing this. It would be nice if we are going to internationalize our curriculum, then let us put some money that allows the faculty to change their curriculum and have the support of other faculty who work with them or above them to say, you know what, that was great." All the interviewed faculty expressed similar sentiments with Stephanie's statement and some of them also stated that the university should provide grants, scholarships, and sponsorship to encourage faculty member internationalization. It is a fact that the university needs to provide backup finances to help fulfill internationalization. Jordan during the interview gave a simple statement that "money speaks" when talking of the internationalization in higher education (e.g., Ohio University). The effect of lack of adequate financial support for both students and the faculty that intend to nationalize with students is inefficient ideas, un-updated experience, and stagnancy.

Another problem of institutional internationalization could be found with the faculty themselves. Stephanie informed that "one of the problems of the university is that

older faculty often do not want to make any changes, but they are the ones that need to make changes. I mean, everybody does. But older faculty need to realize, if you are teaching the same way you taught 15 years ago, that is wrong. And I think that the college and the university should be putting some money behind it." Internationalization requires frequent, regular, and consistent updates of issues that go on in the global-phere and recent events or discoveries that manifest in the glocal s-phere. Most of the faculty also agreed to this, especially, Rosemary, Amara, Gladys, Susanna, Jordan, and so on. They posited that we need to get the boat on the right course by encouraging traveling globally and glocally.

Stephanie's statement was very profound on internationalization "but we need to be able to get it together with a bunch of people who are doing this very same thing and exchange ideas. Like, I would love it that there was a research design group that I could sit with, and we could talk about how best do you show this? Or what resources do you have that you could share? I would love to see that being recognized. And I think it would be, it would be a great thing to recognize those that internationalize their curriculum. And maybe in you know, where you schedule your courses, there be, I do not know, an asterisk, a star, whatever, that indicates that when you take this course, you will walk away with the international PR, you know, internationalization perspective of the subject matter. I think we need to be doing that and showing that." Looking at it seriously, there is always a more frontline in any situation (i.e., people who know better). Such people or faculty should be contacted, and a decision should not be a top-down approach but should sometimes include the experts that know the way and can point

towards the right directions. Otherwise at the critical stages of internationalization very serious challenges that emanate, will not be able to be solved. It is important to understand that internationalization is a mindset (i.e., setting your mind on issues, events, and global-local operations) and need to be connected, linked, and associated correctly. Now, what is the place of traveling in internationalization?

Sub-Theme: Travel-Abroad

Traveling as a way of internationalization has been springing forth and back in this study especially from the interviews. Some faculties mentioned that they combine global traveling with glocal traveling with their students specifically in identified areas where they have their projects running. Other faculties only do global traveling but did not mention if global-local traveling was planned for or projected. Some because of lack of funds only pull in global content in the abstract through what they read or heard. For example, Colby a tenure track faculty of Arts and Science, Classics, and World Religion, a specialist in the Indian Religion and Philosophy Program further says, "I use global content with a study abroad program in India and we do field trips to local places." Most faculty, as manifested in the data collected and transcribed, are focus-minded on traveling with their students to specific areas where they have their projects for consistency purposes. Internationalization requires traveling to see, feel, and physically partake in solving arising matters for students to develop those competencies required after school and for the faculty to update continuously. It should be a rub-in rub-out mindset not functioning on regular basis. Starting the traveling from the classroom makes the students

ready and well-programmed before the journey kicks off. The question here is what are the necessary classroom events needed to prepare students for such?

For example, Phillipe informed "I lead the global engineering projects. Student Association is to an organization. And we meet once a week, during the semester, and then working on different projects in collaboration with a small village in Ghana, and Omar, Kumasi. And then, during the summer, in May, we traveled to Ghana, and we implement these projects in collaboration with the local community. So, in that context, with the students, we were able to, I guess, identify problems in a specific, village in Ghana that we want to address when we traveled there. But the challenge is that students are still in the United States, of course, until they travel there. Right. So, the exercise before the trip is to be able to be in the United States, put yourself in the situation, when you are traveling, you know, with the difficulties with the language barriers and dealing with a whole variety of challenges to say, in some way. And to implement an engineering break. So, you need to kind of change the mindset from I can go on buying Walmart, how do we anticipate not having something as specific? And how can we prepare for that situation? So being flexible, and understanding the uncertainties that we have with resources, with technology, even with electricity, because that was one of the things right, we did not have reliable electricity, at least the first trip that I had. And that was a difficulty because we were, you know, working with electric circuits and things like that. And that, you know, created a whole bunch of other problems."

Friedel a tenured track faculty in Scripps College of Communication, Media Arts and Studies and a filmmaker from Polish expresses briefly how he connects global glocal

content. He added "I have been fortunate enough to do a lot of traveling. I have been to about 35 countries, I am also a filmmaker. So, in addition to the countries that I have taken, traveled to with students, I have filmed documentaries in probably another seven or eight countries."

Most of the participating faculty who use traveling as internationalization expressed similar ideas of Phillipe's statement regarding the preparation of students' mindset before traveling and necessary assignments and information, they give to students to properly prepare them ahead of time. Traveling should not be embarked on with vague and unstated goals. Instead, specific identifications of what such endeavors are meant to fulfill should be made before the trip with the students and with the support of the department and institution. The country, local, culture, language(s), tradition, challenges, opportunities, etc. should be considered to gear up such plans and arrangements made. Most importantly, how such travel benefit the students, department, college, and institution should be considered? Also, this must be considered appropriately. Moreover, the methods used by faculty to internationalize need to be considered. Also, the way that faculty see themselves as the instrument that connects students and the institution into internationalization needs to be a part of the planning process.

Sub-theme: Use of International Background, Scholarship, and Experiences

This sub-theme is about the faculty, and it emerged while using the Appreciative Inquiry (AI). In internationalization and its contents (e.g., traveling). The faculty should see themselves as the instrument that connects (back and forth) the students and the

world, the students and locals, and the institution and the achievement of the goals stated for internationalization in higher education (HE). Therefore, the hiring process of faculty must involve specialist and experienced faculty members already in the field and who knows how to hire the correct faculty. As initially discussed, internationalization cannot be fulfilled in the abstract. It needs the correct instruments or tools (i.e., the faculty) and these instruments must be maintained properly from time to time to accomplish desired institutionalized goals and objectives.

For example, it was consistently mentioned by most of the faculty during the interview that they are international figures hired to consistently inculcate global content into glocal through their internationalized curriculums. Therefore, it is believed that glocality confirms the idea or notion that individuals must understand the global to understand the local and vice versa. As most of these faculty have recognized this academic information has, made them become instruments of internationalizing the curriculum in a combination of global glocal blending. However, internationalization requires educators to familiarize students with global and local realities that relatively interconnect. Jordan added to this in mentioning that he contextualizes his teaching from different perspectives. He expressed "I think the students *see* that as an important component that they need to incorporate."

During the interview, Paulina a faculty instructor in Patton College of Education, experienced a change in focus and perspective when she stepped outside of the United States into the Virgin Islands. She said, "I was renewed and acquired internationalized knowledge. This helped me to understand the importance of internationalizing the

curriculum." Also, she mentioned, "it is because by my going to the US Virgin Islands, and stepping outside of the United States, as my first teaching job, it changed me, it changed my perspective, it gave me the knowledge of what it feels like to be a minority in a society." When faculty have global and glocal experience it transforms them and they feel the need to share such experience with their students. Students now take those experiences from the local into the global to compete and excel.

Another example is Gerrard a tenure track faculty in leadership, who stated that faculty were mainly hired to help students to achieve their internationalized glocal goals by empowering and connecting them to expand their limits. He said,

but let us empower you by expanding your horizons so that you understand it is a little more complicated than you think it is. But that is why we are here. And we will do it in, excuse me an empowerment fashion, rather than a point score in fashion. So, it is about helping them ultimately achieve their goals, even if they did not see those connections.

However, faculties' backgrounds and style of hiring have a special place in the way they connect internationalization contents with their students. It helps them form a specific personalized way to connect with institutional direction to accomplish their classroom goals. Hilda a tenured track faculty in Arts and Science-geography mentioned "I was hired because the institution wanted that global part, and they were looking for an Africanist geographer whose research was embedded in Africa." While Rosemary's international background from the Bahamas mentioned,

Having some international background, myself, I understand how important it is, to the learning process, you know, being from the Bahamas, having roots in the Bahamas, in Jamaica, and just having an international background. It is very personal to me. And so Glocal approach to teaching and learning is something that is a priority.

In the same vein, Shannon a tenured track faculty, felt motivate because she is originally from Turkey. She "further stated, that "I am teaching national security and Middle Eastern politics which made it easier for me to bring in news from the world and different outlets." Likewise, Nathaniel, a tenured track faculty in social medicine is an international from India which he said impacted his pedagogical choices. The connection for him as part of a glocal design, as he brings those research examples back into the classroom. He too expressed.

So, you know, coming from India, and I think being here in the US since 1987, I think connecting, local issues, you know, into the curriculum has been important. Most of my research has been, international, including India, Thailand, South Africa, Argentina, Brazil. So, the connection for me for Glocal is that I bring those research examples back into the classroom.

While Samson says,

I automatically think about things that happen, especially from my country and Europe, and connects them into my teaching and the internationalization of my curriculum.

However, most faculty interviewed are from the local with global/internationalized experience (i.e., previous/current knowledge) hired to impact such content in the teaching and learning outcomes to better prepare future leaders and also, to position the institution as one of the best, among others.

Be as it may, Stephanie a tenured track faculty from Educational Studies and researcher from the USA, has a wider and more diverse international experience with different international students as a faculty researcher on methods and evaluation in the institution. She also mentioned, "I use my international experience to empower student interactions through diverse cultures." Colby, a non-Hispanic faculty from the USA does global content with a study abroad program. According to Colby, "I physically take students to central India and as well does field trips to local places."

So, all the faculty participants gave their experience with regards to how they serve as an instrument to promote internationalization. Gladys a faculty instructor in Heritage College- Social medicine, has been an academician for so many years, which has also impacted her experience. She stated,

> as an educator, I have had a beautiful opportunity to work not only teach in places like the United Kingdom but also sub-Saharan Africa. And the core of my motivation is that I want to create medical doctors who are globally aware and humble.

Finally, Jordan a tenured faculty in educational studies who innovates learning designed technology stated, "I am always trying to contextualize things in y classes, in a global manner… I have spent a lot of my career traveling and working around the world."

However, based on the lived experience of these faculty members and vast recognized background it was discovered that most faculty will still need support in balancing efforts on the glocal aspect of teaching to transfer knowledge adequately and continuously. Even though they have enriched experience and impacts on what they teach, whom they teach and their collective local and internationalized students pool from all walks of life.

Sub-Theme: Use of Diverse Pedagogical Methods and Content for Glocal Teaching and Learning

Moreover, it is very essential to know the methods the faculties use to internationalize their curriculum with their students. Faculty must be experienced to teach diverse multicultural students from diverse local and international backgrounds of the world. It enables them to be able to build students' confidence and keep them up to date and informed currently consistently as expected. Using different pedagogical methods to establish global glocal initiatives is very vital. During the interview, all the faculty expressed the type of pedagogical methods that they used to enrich students for expected experiences. All the faculties mentioned the type of pedagogy they use to internationalize their curriculum some are similar while others are different but related depending on their usage.

For example, Paulina, and Phillipe incorporate global local content primarily through case studies, the execution of projects, and traveling with diverse students from different backgrounds. Paulina said, "through those case studies, I can profile those children that I was with her in the Caribbean as well as local children at Meg's County."

Gerrard a tenured track faculty added that he utilizes "expected readings and assignments follow the traditional route, and he tries to utilize role-playing. And sometimes those are for domestic actors, often they are for international actors, often that is the interface of them."

Stephanie a tenured track faculty in educational studies, put in some effort to accomplish certain pedagogical methods when she said, "I tried to incorporate global local content on what are current issues and try to bring them together to show that everything is a system, and it all affects." Colby and Friedel claimed they use traveling as a pedagogical method of teaching to accomplish *global* and local content. For example, Colby says "in the fall, I travel with these students to *local* Buddhist meditation groups, and Buddhist temples to see *local* Hindu celebrations."

Checking further through other faculty forms of pedagogy, Amara a tenured track faculty in College of Arts and Sciences-Center of International Studies revealed that he integrates global material into his courses by assigning readings and teaching material related to global topics and applies a variety of other different pedagogies.

Generally, he also structured a set of assigned readings for students in advance for class discussions because those readings are inevitably and universally about global issues and affairs. He confirmed that,

 I also rely on a variety of multimedia, activities, and materials, widely varied

 depending on the class, I certainly attempt where possible to incorporate

 opportunities for my students to speak about their lived experiences in different

parts of the world. I have a significant number of international students in my

classes, they are the majority in most of the classes I teach here.

Hilda uses specific class content (e.g., globalization classes and the geography of Africa

class) to connect both global and local content. She mentioned that "through class

discussion, I draw parallels between, for example, the Appalachian region (local) and

some other poor parts of the world."

Rosemary a tenured track faculty in educational studies-policy and politics of

education, teaches a blend of people from different backgrounds. This faculty participants

emphasized how much she encourages the students, to

Give examples from their experience from their background….in the social

movements in their community, or, you know, in the interaction …non-

governmental organizations.

Moreover, Nathaniel also a tenured track faculty in social medicine at the Heritage

College, uses a pedagogy that encourages class discussion to magnify intercultural

communication also using contact theory to find a way of harmonizing students and to

connect globally with local content. Woods a faculty instructor in modern languages says,

I use authentic materials, reads authors and journalists, watching videos produced

by and about foreign people, and about the cultures that are being targeted.

However, I also use global traveling to places like Spain and make sure my

students localizes with indigenes by taking the same bus and visiting, staying, and

having meals with families.

In relative terms, Phillipe a tenured track faculty at Engineering, and Gladys a tenured track at Heritage College mentioned that they use case studies, projects, and traveling. Shannon a tenured track college of arts and science-political science said, "I use discussion method, different global perspectives, and academic scholarly blog posts from different scholars across the world in my classroom discussions." While Samson a tenured track faculty in Recreation and Sports like other faculty perhaps a bit different from other faculty says, "I implement global content through discussions, videos, one on one question, quick Q & A, global and local collaborations."

Jordan a tenured track faculty in innovative learning and technology provides "traveling and local examples to his international students to help them better understand American and the local culture."

So, I will try to provide local examples that will help them better understand American culture and the local culture. I mean, you know, whether it is Ohio or even Appalachian culture, and how the issues that we are studying might be relevant here, as well as trying to bring in experience from my travels abroad and the perspectives of my students, and I think all that leads to a much richer understanding of things.

Therefore, irrespective of all these similarities, and unique methods or pedagogies utilized, it is important that they are assessed to be able to assure their relevance and accuracy in the accomplishment of expected students' competencies. It is also very important to recognize that competence comes by daily operation of technical skills, ability, expertise, values, reflection on daily practice, functional capacity, etc., and could

be channeled into glocal character. Meanwhile, it was not emphasized whether the institution has specific pedagogies adhere for faculties to choose from or they must just go by their experiences regarding how it benefits their pedagogical choices for their students or classes. The faculties and the institution should understand the power of using the right pedagogies to teach students and to drive internationalization towards the right channels. In doing this, it will place the institution, the faculties, and the students at a very high stake within the globalization market. Most importantly, how much faculties can relate their pedagogies around local issues and connect them to global events will create a well-rounded balance devoid of errors. The reason is that when methods or pedagogies are chosen wrongly, they become round pegs in square holes and that causes confusion for the students.

Another factor that must be considered when choosing any pedagogical methods is the consistency of such pedagogy to relay proper information as needed especially, delegating readings to the students. The question is how much we trust the contents of delivery and if we do, how much it helps in assessing what was delivered. A faculty needs to be consistent with information around (i.e., local) and from far part of the globe to enrich their choice of pedagogy. Student comprehension and choice of pedagogical absorption should be paramount in the choice faculties and the institution make and faculty needs proper support base from the institution to accomplish such.

Packaging of study contents within the choice of methods and pedagogies is vital therefore, considering how deep is the selection of the type of classroom discussion, and its connection to the case study, projects and traveling is also very vital. How informative

are they? This question needs to be addresses a way from confusion and complications. It is also important that faculty be flexible enough to mix and rub minds together to figure out what is familiar and what needs to be upgraded. The things that needs correction and those areas of encouragement must identify. In as much as we are human, and no man is an island of knowledge faculty need one to accomplish internationalization goals. Departments, colleges, and the institution must be able to create an Internal networking collaboration sectionally and generally to empower this because it forms the backbone of internationalization.

Findings for Research Question 3

How do faculty at a U.S. university apply and make meaning of the process of glocally informed pedagogical strategies that help sustain the internationalization of their curriculum?

This section analyses the responses of the faculty on areas of glocally-informed pedagogy, and strategies that sustain the internationalization of their curriculum. It compares similarities and differences of pedagogical ideas utilized by faculty to accomplish glocal pedagogical strategies. It informed by how faculty assess whether their students show evidence of acquisition of both globally and locally related competencies and what would be the advice to a college faculty that would like to incorporate global and local contents into course syllabi and teaching.

Glocally Informed Pedagogy and Sustenance of Internationalization of Curriculum

Generally, all the participants followed the methods of assessment advised by the institution except a few that have additional ways of assessment due to experience.

Paulina made her students do a universally designed lesson plan, which includes learning modalities, multiple intelligences, modifications, and accommodations for children with diverse and exceptional needs. And through their ability to write that lesson plan and to show their connections to the children and the content. Gerrard**'s** evidence is anecdotal using a study abroad program on environmental peacebuilding and sustainability in the Balkans. He uses traditional measures, to make students understand the material in a kind of comprehensive final exam question manner, that asked them to synthesize material to test their sense of inculcating the international**.**

Stephanie expounded she does better at measuring students understanding but lacks the ability in measuring their skills. Also, she looks at their writings and keeps track of the questions that they asked her and the emails she receives from students to see the integration in those issues. She tries to check the methodology and skills incorporated by students. Colby, Adolphus, and Nathaniel said they use readings from the student research project, reflection, and study abroad assignments to assess the level of understanding.

Amara, Friedel**,** and Rosemary, further stated that they design assessments in his class, like exams and papers, and quizzes that challenge them to relate and connect to that material. For example, Hilda uses assignments for senior classes and class discussions for smaller classes, and general reflection writing. She listens and correct misunderstanding sometimes or just listen while other times she introduces the new topic with PowerPoint. before such discussions.

While two participants (i.e., Nathaniel and Woods) added that it is the hardest way to assign a grade because it gives each instructor their methodology to determine the grade. Phillipe mentioned he does not have an instrument to do the assessment and suggested: "there should be a structured assessment instrument specifically for the question, but I can see changes and greater openness in student personality as the experience of the students' increases."

Nathaniel, Phillipe, Gladys, Samson, and Jordan claimed they use reflective exercises, conversation, and typical assessment which she sees as in-depth interviewing and qualitative interview research. For example, Gladys expressed that she has a rubric, such as a reference to journal articles, leading and participating in discussions, and papers written to serve as content for assessing. Gladys mentioned that "the students see that as an important component that they need to incorporate."

In the above section, therefore, faculties expressed similar and different ways of teaching their student global-local understanding with few exceptions. The next section expresses the responses of faculty that desire to internationalize their curriculum and what will be the advice for them or what they could do to get into such a system?

Paulina emphasized that a faculty that desires to internationalize their curriculum should talk to several people from diverse places and advised on traveling to different countries to possess a universal understanding also checking international research articles to see how they are approaching international learning and keep abreast of best practices and do not waste time on things that do not work. Besides, Gerrard and Colby advised that such faculty should "find science storytelling with a purpose on topics with

different contexts, from other parts of the world". Also, "bearing in mind similarities, differences, and horizons expansion. Then the question "how does it reinforce what you know? How does it challenge what you know?". Then he encouraged such faculty not to give up easily but "look outside the normal default to academic writing, or textbooks or books and look…to film look to arts as ways that are avenues into these discussions".

Stephanie, Hilda, Gladys, and Jordan advise connecting with the International Center for Global Studies because they are rich in internationalization experience. Such faculty must also discuss with other faculty with that experience because it certainly would help to approve, improve our approach. Also, faculty should be involved with graduates' students to share their knowledge as regards internationalization and take advantage of workshops on internationalizing the curriculum. Stephanie, Gladys, and Jordan advise that such faculty,

> find ways to begin to explore that by first welcoming the voices of international students and colleagues who have more global awareness and global knowledge to come into the class as speakers, or even to sit down with them and chat about how you might have a more internationalized curriculum.

Also, very few participants (i.e., Adolphus, Amara, Rosemary, and Gladys) have similar responses. Adolphus and Gladys say, "I will refer such a faculty member to another faculty that already have that experience." While Amara says such faculty should first have a conversation with one of the few faculties within the Ohio University who is already in some ways trained or expert in that area and not follow those models that are wrongly created. Rosemary emphasized that she believes the classroom community

learns from each other and advises that modeling another faculty in the classroom will be valuable and appropriate. Gladys concluded that such faculty should take advantage of the resources provided at Ohio University to create a more local curriculum.

Friedel, Nathaniel, Woods, and Phillipe equally reflected on things that faculty should consider. Moreover, three of them related such experience with traveling like researching, work somewhere else, etc. For example, Friedel says such advice will depend on the field specialization and teaching of that faculty even though it is very hard to do but could be done. Nathaniel advises that there is a need to give such faculty evidence based on research and teaching. Woods recommended reading and teaching that are produced by the professionals such faculty is studying also must concentrate on using authentic materials. Phillipe suggests such "faculty should travel and work somewhere else."

Two participants further have an extensive idea of more of what such faculty should do. Shannon says, "it is important to know the area of specialization of such colleagues then will advise such faculty to be enthusiastic about it to create self-exposure." She will also want to know the skills and knowledge possessed if they were engaged in internationalizing. For example, does such faculty read other news? What are the news outlets he or she reads or watches and why does that faculty have an interest in internationalization? These questions help address the need for self-reconciliation. Samson's advice is to "be innovative, brave, enthusiastic, and take risks." For instance, the international collaboration he previously spoke about and utilized with his colleague from England was decided within three emails. He believes that "it always comes back to

the how does it work in the local environment". The faculty consistently advised that intensively delving into the research other people do and in different countries is vital. The section informed about the method of assessment that faculties make use of to ascertain student global glocal understanding and outline various similar advice and a few different ideas for any faculty that intend to internationalize their curriculum. The next section is about findings from research question 4.

Theme 1: Glocally Informed Pedagogy

A major theme that sprang forth in the responses from participants is the glocally informed pedagogy. All the faculties conformed to their type of glocally informed pedagogy.

For example, Rosemary stated,

….and so, it is very similar to my discussion about kind of my development of the course and so forth. Again, I think getting an understanding, gaining an understanding of who is in the learning community and who the individuals are in the class is super important because then you have a better grasp on their perspectives and their backgrounds. And you know how to pull in practical understandings from the student into the course, on how to provide examples and case studies in cases, for example, that are relevant to the student community in the class. So, I think that I see that being very important because I believe that course content should be reinforced in different ways. After all, you have individuals who have different learning preferences, and one person may retain content.

Rosemary further added,

> By doing things, maybe by looking at practical examples, another student might
>
> retain content by reading and reading and reading as much as they can on a topic.
>
> And so, you know, really trying to fuse all the different learning preferences so
>
> that people can retain the content and have some takeaways from the course so
>
> that they are learning the most important things that there are to learn. You know,
>
> what the key ideas are, from the course experiences is what I try to think about, to
>
> make sure that students have a grasp on those key ideas, when, by the time the
>
> course is over. And so, trying to do that, you know, I must try to think at all costs,
>
> what do I want some of the most important things for them to get out of this
>
> course or out of this class? And how can I go about delivering that, and appeal to
>
> the different learning preferences and styles while integrating their experiences
>
> and their background and understandings in the process?

Statement of this nature explicitly explained faculty understanding of what it means to be grounded in glocal informed pedagogy, who are those involved, and what are likely contents expected. Understanding the importance of glocal pedagogy will assist faculty to connect content directed towards the needs of students and be able to align such needs preferentially. Glocal pedagogy involves the merging of global and local content. It draws globally to incorporates the local contents into how it works for the local understanding for digestive purposes. It takes experienced faculty members to be able to discover, maneuver, combine, and transfer such into and around the students and possibly dig into students' experiences to discover if they can establish an understanding

of such contents and relate to them successfully. Be that as it may, not all faculty

members are experienced or understand this specific vital pedagogy. Some want to learn

it while some preferred to stay on what they think they know.

A faculty stated clearly,

> .…I integrate global content into my syllabus because I am, trained as an
>
> Africanist. And so, I teach mostly related topics related to Africa and the global
>
> south. So, they are integrated by the subject matter that I am assigned to teach.
>
> They are integrated by the subjects that I choose to teach within those categories.
>
> They are integrated through the choice of readings and other materials, and they
>
> are integrated through the presence of students who are interested in global issues
>
> and affairs.

However, analyzing the content of the statement above, one could discover areas

of contradictions because being recruited as a South American white makes one local and

if you are trained as an Africanist and grounded your research in Africa and the global

south makes them global, local, and local-global. Again, understanding the goals of the

institution and be able to connect those features is vital.

Faculty who were interviewed have proudly demonstrated a lot of wisdom and

decades of experience in their areas of teaching, but things could be done better if there is

a readiness to accept weaknesses and to seek knowledge in those areas. It is also expected

that they should try to rub minds together to demonstrate understanding of what the

institution entrusts them to teach while avoiding confusing students as they struggle to

gain a balance in their teaching practices. Separating local from the global and sticking to one side throws the weight off balance and this can be complicated.

Sub-Theme: Definition of Terms from Global and Local Perspectives

I intended to bring this up because I perceived it is silent in glocally informed pedagogy and I thought it should be incorporated in the definition of an internationalized curriculum which was not exclusively defined by many of the faculties. An internationalized curriculum definition must encompass both ends (i.e., glocal and global). This will demonstrate faculties clear understanding of the subject matter and the term defined. For example, responses from most faculty seem more generalized while some gave very specific definitions. However, all definitions show professionalism and act of profession of the faculty members as regards what their thoughts specifically are on mastery of subject matter. Bearing in mind that a definition of this kind will entail different proactive and professional ideas from faculty due to their appreciated experiences, it exposes who they are, what they believe, and how they drive home their beliefs. In the process of designing an international curriculum, it will be an encouragement to ponder ways international content can be offered to connect the whole educational objectives of the institutions and programs based on glocal concerns.

However, during the interview faculty members' responses to this question lingered in general and specific relations. The examples below will open our minds to connecting terms definition with local-global.

Paulina a tenured track faculty at Educational-Studies-in Teachers' Education, defines Internationalized curriculum as that "which involves multiple sources, from

multiple countries, multiple backgrounds which come from multiple perspectives".
Gerrard's definition stated that,

> it is making a proactive effort to encourage, support, and facilitate, also stated that
> it requires moving forward with international dimensions to create more classes
> with more instructors possessing more experiences.

By doing this he says, one can "expand the opportunities across topics and disciplines."
Stephanie's definition involves scholars from all different backgrounds for example, "in
my curriculum (i.e., black scholars, Hispanic scholars) with international scholarship
embedded within internationalized curriculum looking at the lens of teaching from that
global angle."

Colby's definition emphasizes four keywords, such, travel, classes, language, and
then extracurricular opportunities. He stated, "I think it must include a foreign language
requirement. And he also thinks it should include a requirement to travel, couple the
incentives to travel to do study abroad for a summer." Adolphus defined it as knowing a
lot about any specific country because it is between nations. He mentioned some people
will argue that internationalized education means that you know, a lot about any specific
country because it is between nations, but he sees "it as a competitive analysis of going
international, to become more globalized. I mean taking a broader interest in global
issues to globalize an individual." Amara defines it "as a forum or community where
students develop practical and applied knowledge and competencies about specific global
processes and forces that shape the world." Hilda's definition tends more to students,
content, and courses.

She mentioned, "I see it as a way of perceiving students' courses, individual sequence of courses, and the program itself. It sees students as the product of the process after graduation and the level of their experience to prove their competence." Speaking generally about the supporting based, another faculty's (e.g., Rosemary another tenured faculty in policy and politics of education) definition was surrounded with keywords and phrases such as enabling students to develop independent understandings of themselves, "a curriculum that is connected, interlinked, leaves room for individuals to have room to share ideas, help to shape that process, and not spoon-feed, a learning community that develops thinkers". Meanwhile, Nathaniel says it should be every part of what we do (e.g., in teaching, research, and service), "and it empowers the word Glocal to be critical. An international curriculum must be in every department, delving into local and global perspectives".

Woods a faculty instructor positioned the definition as "the tools for students to be able to see the superficial phenomenon, consider and value them based on their education, developed skills at dealing with people and cultures different than themselves." Phillipe perceived and defined it as a "step after step process, understanding ways of mastering and incorporating the basics of each discipline, it is the importance of understanding difficult challenges that we currently surfaced at local international levels." Phillipe literarily means, that it involves ways, we address or see internalization in one's discipline, how one contributes to their discipline to producing a better outcome for not only the community but also internationally across time.

Gladys, a faculty instructor in social medicine added that "an internationalized curriculum would create learning opportunities, experiential opportunities for a student to expand their glocal knowledge to the global knowledge." Shannon positioned that "it addresses issues that are coming to the International Society which includes authors, scholars from diverse countries and societies, diverse ethnicities, and instills the values of curiosity and openness." Samson says "ideally, is where you are looking at different concepts across the whole world."

Almost all the definitions above demonstrated glocal global cohesion for a better-internationalized curriculum. they specify such connection from the classroom experiences, community experiences into a wider range because we cannot have a proper internationalized curriculum if the local or glocal is abandoned or not recognized. Even those faculty that specify that they do not teach glocal defined appropriately by combining glocal terms within their definitions. What does this tell us? That we have a group of wonderful professors highly intelligent but who need more support from the institution for a better and clearer vision statement goals, Jordan summarized it all in a simple and more coherent statement that gave an insightful definition "it is not possible to understand our local context without understanding a global context and it is not possible to understand our global without understanding our local."

The emphases of all these definitions manifest different words, phrases, statements that generate various questions and information about the broad encompassing meaning of international curriculum as experience and perceived by diverse faculty members that were interviewed. Most faculties' definitions show deep content of years of

experiences and with some loops and lack of understanding of glocal contents that are supposed to be linked within their definitions or statements. Most importantly, it is perceived that this theme gave a voice and opportunity to all participants, been careful not to overrule participants' thoughts.

Sub-theme: Internationalization Expert and Interest

Another common sub-theme that kept on emerging from participants' responses is the collaboration of the institution faculty members to gain, acquire, and obtain internationalization via global glocal knowledge and from faculty members that have a bundle of experience and could assist into training other faculty to empower them. Below are some of the faculty comments.

All faculty agreed that to be an expert in internationalization requires collaboration between faculty members (i.e., tapping into one another's experience) and exchange ideas. As one faculty stated, Like, I would love it that there was a research design group that I could sit with, and we could talk about how best do you show this? Or what resources do you have that you could share?"

Hilda, Rosemary, and Gladys went deeper by extending on challenges of collaboration. This extension is demonstrated in (faculty member's name) the following transcription:

> To integrate it more deeply into a lot of curricula, across the university would require breaking down barriers of collaboration between faculty and units and facilitating the design of courses that do that work systematically, inside of those majors.

This announces to us that there are barriers that need to be broken and flushed out to make internationalization expertization a reality. One of the faculty mentioned that "…the university leaders should as well should reach out to faculty as this will assist in doing an overall better job." Meanwhile, another faculty went ahead and stated specifically advised on the need for "…cross-collaboration and more interdisciplinary among faculty, and among administrators. The need for faculty to experience each other's teaching is valuable."

It is vital that to internationalize a curriculum, you must be experts in various fields that could share their experiences. Collaboration is very much one of the solutions identified and could be a cheaper way of connecting experiences together to achieve the desired result. However, in whatever ways this collaboration manifest or rather is suggested to be embarked on, one thing is certain, that there must a meaningful proportion of support from the institutional leadership. The next common theme will tell us the minds of the participants. All this will not be able to manifest without faculty showing interest in wanting to be better in this area and the university showing readiness to support.

Interest or desire is a key factor to achieve internationalization, and this could be done by individual faculty honestly assessing where each of the faculty stands with as regards to teaching and internationalization. When interest is shown, such faculty could be advised what to do without laughing at them. All faculty gave their advice as to what the desired faculty should do to empower themselves or to be empowered to be an expert in internationalization. Some said to speak to other faculty that have the experience, some

advised that connecting with the International Center for Global Studies is best because they are rich in internationalization experience, etc. However, when interest is demonstrated in wanting to get better in an area, it is easy to break the barriers that are standing in the way after all those that are experienced in internationalizing would have done something similar in the past. Taking on the challenge will create an avenue of share knowledge as advised by participating faculty members and open the door to relate crosswise irrespective of our differences and similarities in the discipline.

Findings for Research Question 4

How do faculty at a U.S. university interpret their experience in internationalizing their curriculum to foster glocal competence?

This section presents findings related to the research question posted as regards faculty at Ohio University in the ways they interpret their experience in internationalizing their curriculum to foster glocal competence based on the interview questions responses collated from respondents. Responses were collected from faculties on core values, internationalizing the global-local curriculum, challenges, and solutions of faculty in inculcating global local content. Also, on how they plan to sustain the internationalization of the global glocal syllabuses for their classes or courses.

Theme 1: Internationalization of the Curriculum as a Core Value

The institutional core values should be those values that create or produces the institution based on how they perform, work, and conduct themselves or drives them to do certain things. However, this could be what drives or motivates them to direct specific phenomena. The fundamental significance of why action is performed will either

reinforce such action repeatedly, or, rather, it will rather find a way of getting better at such actions especially if its benefits are appreciated. Core value was identified to be re-occurring phrase during the analysis of the result.

All the faculty interviewed expatiated on their core values and how it enabled them to carry out positive action in internationalizing their curriculum. Hilda sees core value, as

a goal to create a global consciousness to sensitize students to look at topics from different points of view (i.e., big picture). Also, to assist students to be more internationally aware. While few others see it as helping individuals understand, themselves, their culture, background, and to individually understand who they are and their perceptions concerning local and global impact, and intercultural. Additionally, it helps make students comprehend the idea that we do not exist on an island but in a community with others. Also, to help students see themselves as individual learners that are impacted to transmit knowledge to their communities.

Most faculty have a similar core value while some have related or unique ones but importantly, it is the way they manipulate these core values to achieve the desired end. They addressed the following questions. Was it gainful to the students? Does the faculty enjoy doing it again? Does it achieve what it is meant to achieve? A core value should not be manipulated in isolation, it must be directed towards a goal. It matters most in the internationalization of the local-global curriculum. For example, the faculty could use their core value to present their teaching as an analytic tool for the student to solve specific problems, create global consciousness, learning through open-mindedness,

freedom to discipline, critical thinking, sensitive observation, experience, culture, and knowledge. Core value is very critical in teaching-learning experiences and should be a motivator for both the end (i.e., the faculty and the students). It could serve as an advantage or benefit or key to direct a specific goal.

A core value should create a global consciousness to sensitize students to explore topics from a bigger picture and assist them to be more internationally aware. Understanding the power of core values of the participants should give them honor and show appreciation for the faculty them and the work they do. Furthermore, a core value could be used to facilitate individuals' understanding of who they are, understand their culture and background, and their perceptions concerning local and global impacts, and interculturality. Besides, it helps the faculty to help make students comprehend that we do not exist in isolation but a community with others. Also, to help students see themselves as individual learners that are impacted to transmit knowledge to their communities. Core values help to articulate what the faculty stand for and help to justify or clarify the reason they teach in the way they do. It is also meant to guide them on how to teach and inform them on how to reward their students' hard work, and how to make decisions creatively. Finally, it underpins or reinforces the whole institution, regardless of no external justification.

Both Paulina and Colby have similar responses that manifest humanitarian and passion. Paulina stated that her core value of teaching "is love, empathy, and unconditional positive regard which reflects in her teaching with the students." While Colby mentioned his core values as teaching to get students to understand what it means

to be human in varieties of ways and to prepare them for life in a globalized world or career.

Gerrard and Stephanie have a corresponding core to drive students towards another positive direction. For example, Gerrard mentioned that his core is to direct students towards the right direction, recommending and reading more books, exposing them to a story to enhance facilitation, and for the students to value that diversity is a strength. While Stephanie stated that her core of teaching is to stay exceedingly current and to develop problem-solving skills in students and how to incorporate and work as a team, or community. Adolphus considers respect and understanding for the diversity of culture across the world as his core value.

Amara, Hilda, Friedel, Rosemary, and Woods emphasized core such as creating students with the ability to develop analytic tools, critical thinking, sensitive observation, experience, culture, and knowledge. For example, Amara's core value of teaching is based on knowledge of concrete, specific and practical things about the world and outside the communities and countries that we come from. He is interested in helping students to develop "analytic tools and lenses to understand developments in global affairs and politics." While Hilda and Woods's core value of teaching is to develop students to be critical thinkers and not just accept everything, they hear but delve deeper into it (i.e., by examining what they hear, know, and what biases that knowledge may deliberately possess. Also, for the students to develop good communication and writing skills (i.e., assignments, and presentations) for better application and obvious examination of assumptions.

Friedel's core value is a goal to create a global consciousness to sensitize students to look at topics from different points of view (i.e., big picture). Also, to assist students to be more internationally aware. While Rosemary's core value is to help individuals understand, themselves, their culture, background, and to individually understand who they are and their perceptions concerning local and global impact, and intercultural. Besides, to make students comprehend that we do not exist on an island but in a community with others. Also, to help students see themselves as individual learners that are impacted to transmit knowledge to their communities.

Another two participants interviewed mentioned their core was to be open to more learning by listening and lifelong learning through open-mindedness. For example, Nathaniel using his grandfather's analogy as his core value of teaching (i.e., create spaces of learning) where his students become better than him by learning from your students all the time. Gladys added the core value of her teaching is to continue to be a student herself because if she gets stuck or if she thinks she knows everything, then she quits. If she quits learning, then she will not have anything new to share with her students.

Phillipe, Shannon, Samson, and Jordan expressed their core in independence, discipline, informed citizens, consideration, and pursuit of knowledge. For example, Phillipe considered the importance of discipline and freedom as the core value of his teaching, which also encourages the students in ways to innovate and think outside the box because it is the innovation that moves the boundary to something beyond what they know. Appreciating and understanding the faculty to find out how they are doing those things, takes experience and knowledge. Shannon's core value is to create informed

citizens who can make informed health decisions in their lives in their jobs, but also their general lives. Samson deemed the core value of his teaching as putting the person first and trying to accommodate their needs.

He stated, "and I think there is the difficulty of that is, you can be very individualized, especially within a group and it goes back to coaching as well. And same in teaching". Meeting the required expectations and standards of working within a group at all levels. To provide helps for those students that request it to concentrate to serve others adequately. He thinks the biggest thing for him is to train and work with individuals but identify where they are on the spectrum and what he can then do to accommodate their needs if they meet me halfway. While one participant (i.e., Jordan) deliberated "the pursuit of knowledge is based on equity and justice" as the core value of his teaching.

Responses from faculty interviewed were very arousing because they gave some unique but also similar responses in filling in the reasons why those cores are very important to the success of their teachings' strategies. Connectively, each faculty also responded by defining an internationalized curriculum below.

Theme 2: Revisiting the Meaning of an Internationalized Curriculum

Paulina, Gerrard, and Stephanie concurred that an internationalized curriculum would consider a consortium of sources, diverse faculty, curriculum, and scholarships. For example, Paulina defines an internationalized curriculum as "multiple sources, from multiple countries, and multiple backgrounds. This she thinks comes from multiple perspectives and not just a white perspective. While Gerrard's definition first makes a

proactive effort to encourage, support, and facilitate, and to move forward with international dimensions to more classes by more instructors and more experiences.

Also, to expand the opportunities and the instances across topics and disciplines that international period is part of the curriculum." Gerrard further posited "in the effort to do that, it is also critically important not to forget that Ohio University already has a tremendous number of people with expertise and background and thinks International." Stephanie define**s** an internationalized curriculum through personal illustration**.** She sees it as that which includes scholars from all different backgrounds with the understanding that it is an international scholarship that makes internationalized curriculum that looks at the lens of teaching from that global lens.

In the same vein, Colby and Adolphus responded similarly on key points of traveling, incentives, cross-cultural connections, globalized curriculum, and analysis. For example, Colby explained internationalized curriculum must include a foreign language and a requirement to also travel and the incentives to travel to do study abroad should be provided. Also, it should involve students taking classes that meet the cross-cultural connections. While Adolphus defines an internationalized curriculum by first asking a question, does internationalization mean a globalized curriculum? He says global analysis looks more at issues that span the globe and have a different or similar impact in different countries. However, to him, it is a sort of an artificial separation because they go hand in hand.

"...going international, you become more globalized, and it makes you realize that there is a whole other world out there. This hopefully will result in you taking a broader interest in the world, the globe going international should globalize you".

Meanwhile, Amara, Hilda, Friedel, and Rosemary defined internationalized curriculum from student and professors' angles, based on keywords such as practical development, applied for knowledge, competencies, courses, and program sequences, effective hiring, independent understanding, interdisciplinary, connected, interlinked, multi-directional and the desire to qualify their definitions. For example, Amara defined internationalized curriculum as a curriculum where students develop practical and applied knowledge and competencies about specific global processes and forces that shape the world".

Hilda specifies such a curriculum should look at students through an individual sequence of courses and the program itself which tells whether the curriculum is internationalized. It is a setting where faculty that are internationalized teach those that desire to internationalize their curriculum or more effectively hire those who already have that content to teach that content. Friedel could only expatiate a strong emphasis on international studies, with internationalized professors and instructors from other countries. Meanwhile, Rosemary thinks an internationalized curriculum comes from enabling students to develop a kind of independent understandings of themselves in place of this idea of a curriculum that is connected, interlinked, and multi-directional. And that is international and interdisciplinary in that way. I think that it would be a curriculum that leaves room for individuals to have some agency in sharing ideas in that process and help

to shape that process, and not have certain ideologies and perspectives rammed down their throat, but to be able to be in a learning community where individuals can think for themselves and think about, these connections.

Nevertheless, Woods and Phillipe gave extensive, in-depth, and robust definitions that encompass every aspect with keywords such as global-local perspectives, diverse cultures, cultural differences, and similarities, separate identities, etc. For example, Woods emphasized that an internationalized curriculum should be able to acknowledge that there are numerous, diverse cultures and the ability to pinpoint those several cultural differences from our point of locality (i.e., ability to identify the global from the local). It is also a fusion of many cultures even though our cultures maintain separate identities as members of the global community, while understanding that we have many similarities and differences. He believes it could also be defined as a curriculum that gives students the tools to best be able to not just see the superficial phenomenon that is obvious to us but to consider them and be able to place a value on them based on their education and develop skills at dealing with people and cultures different than themselves.

One of the participants (i.e., Phillipe) reflected on internationalizing curriculum by saying it is a way of learning to do things step by step which involves going through the discipline with understanding and incorporating the basics of each of the disciplines and understand the challenges that we currently have at the local and international level. His understanding of internationalized curriculum is about instilling in the students an understanding of the importance of the individual, in the context of their family, communities, country, and the global community, and identifying what is good for them

across time. He also sees it as instilling the curiosity to prepare individuals to be good citizens, that understand, and could make good decisions for themselves families, communities, and their countries. Within this definition, it is mainly about recognizing the individual as a fundamental building block and being able to give the tools for such persons to take their place in the world, contribute, and be aware of what is happening outside.

Nathaniel and Gladys presented their definition also using keywords like presence, global-local perspectives, learning, and experiential opportunities, diverse countries, and societies to give strength to their expressions. For example, Nathaniel says,

it is every part of what we do (e.g., in teaching, research, and service) and it should be in every department with the perspective of both local and a global and not only for students, but must include staffs (e.g., faculty administrators), that becomes a core part life, curriculum, and education.

Meanwhile, Gladys defines internationalized curriculum as a curriculum that uses case examples from around the world to get the point across, another internationalized curriculum to create "learning and experiential opportunities for students to expand their global knowledge to the global knowledge." Shannon's definition addresses issues that are coming to the International Society includes authors, scholars from diverse countries and societies, diverse ethnicities, and instills the values of curiosity and openness.

Lastly, Samson and Jordan viewed internationalizing curriculum from the following perspectives: concept, thought process, culture, global context, understanding, and community place). For example, Samson says the internationalized curriculum is

where you are looking at different concepts across the whole world (i.e., concept or a
thought process) that relate to all which can be impacted into own curriculum or
environment or culture. It is the ability to embed and thread things into your practices that
are related to international aspects.

Jordan defined an internationalized curriculum as

a recognition of how we can understand our local context without understanding a
global context. And so, to better understand ourselves, our place in the world, our
country's, and our community's place in the world, we need to understand the
world. I think that is in how the world sees us, an interdependent relationship that
we have. That is undeniable. Without it, we are pretending, and we live in a
vacuum.

Each faculty's lived experience affected their definitions of what an
internationalized curriculum is or should be. Also, looking at all these definitions
academically, they speak about endowed knowledge. Below is the response to each
faculty that integrates global local content in their syllabuses as related to their areas of
practice and teachings.

In this section, most of the participants gave related and interconnected responses
on a course that integrates global and local content or what global-local contents should
look like. All these related responses from most of the participants were exposed to
different key ideas and connected information in ways such integration should be
handled. For example, Paulina described a course that integrates both global and local
content as instructors bringing out experience, along with guest speakers to have students

understand better from the source. In evidence, Paulina's syllabus demonstrated that global content was taught and is part of curriculum and learning outcomes.

The contents also showed that the project was globally presented to show evidence of understanding. Also, the evidence demonstrated that assessment was projected on assignments through the presentation, projects, and discussions. For Gerrard, a course that integrates both global and local contents is a well-adjusted course that emphasizes a good meaning of the local and other settings. It is a complete and balanced course that looks at every angle to draw out those opportunities for students to learn correctly. For example, Gerrard's syllabus also demonstrated glocal skills and knowledge competencies through various environmental settings. This allows for extracting glocal content through internationalizing the instructors, books, and delivering local content through information drawn from the global climate issues as manifested in the local. Ways of assessments are the same as global of which both must demonstrate issues on glocal global settings. All discussions are led by instructors and guest speakers to inspire students, involvement to demonstrate skills and knowledge. Colby thinks such a course must have a local history that connects to global history with a good choice of topics selection in any of the fields of the discipline as a balance and should be internationally connected to various contexts.

Adolphus mentions that this type, of course, must be able to draw information and experience through case studies from different areas as examples for classroom discussions. Also, should be able to relate those issues or contexts that occur in the local in comparison with the international issues. This might even involve some role-playings

in the class to give clarity to the students. While one of the participants (i.e., Amara) designated such global and local integration as an analytic way of understanding structure and agency meaning the ability to analyze both as kinds of issues that occur in an individual's life for perception and understanding through one's lens of experience and feelings which also should be related to bigger forces beyond our local community.

He mentioned that when he tried to teach as much as he thinks about the relationship between the global and local, it is about helping students to understand how their lives are shaped by forces that are not immediately apparent to them. He gave an example, that "there are lots of ways in which someone's life in Ohio, might be shaped by forces that are very large and that are occurring at a global scale." Meanwhile, Hilda explained a course that integrates global and local content as more familiar courses that are defined as global with added local content in them. However, she said such a course could start with a local designation and later with an addition of global content. She explained further that it is a course that is careful of false advertising of course description and learning outcomes in order not to deceive the students. Whereas Friedel posited it as a course that put a human face on the subject matter (i.e., teachings and descriptions) to comprehend a better understanding of who people are global.

Rosemary says the course would involve reflection and would encourage students to think critically, collaborate intensively, and develop through the perspectives of working together. The participant thinks it would be a course that integrates technology (i.e., as a big component) to the learning and expansion of learning opportunities. It would probably be a course that would encourage practical application and concepts "not

only just in a classroom, but at the outside thinking about applying it, or we provide examples on where to show the application" beyond the confines of classroom and time. Nathaniel described that such a course would take an idea, concept, or theory that has local and global examples that interconnect. For example, finding out about the issue in San Francisco, and how it plays out in India or Africa, etc. A course of this kind should provide these connections in the curriculum, to make a conscious correction conceptually and practically.

Furthermore, Woods mentioned that such course content should use authentic materials from other countries with diverse cultures and languages to examine what they have in common and what is differently. Phillipe posits that a course of that nature will make the student understand their immediate environments (e.g., the local, not as campus, but Athens, and Athens County, maybe Ohio). The participant mentioned that such a course will do a capstone project internationally and form a partnership with other nations (e.g., Ohio University engineering department in Ghana) and allow students to collaborate and understand problems in both contexts. In the same vein, the Canadians can understand the conceptual problems in the United States, and students at Ohio University are able to understand and tackle problems that might emanate in Ghana.

For Gladys, a course that integrates both contents will utilize experiential learning activities from a variety of sources by assigning students to gather resources in science-based education and connect with media sources (e.g., BBC or other international sources) of information so that it decreases their bias. Such a course will incorporate learning activities that challenge their traditional thinking and use reflective exercises to

delve into how those experiences have changed their growth as professionals irrespective of their specialties. And then tie that back to where they are.

For example, what were the beliefs and assumptions about a certain group of people before they started and after the learning opportunity? And how did their knowledge change afterward? Another participant (i.e., Shannon) pronounced that a course that integrates both contents, should look at similar issues across different global contexts, using diverse insights (i.e., not only American European scholars) but also in collaboration with scholars from the entire world. This, also, creates curiosity and openness for other contexts and follows issues in a different global context. Therefore, students in courses of this nature should be able to follow issues going on in different places and be able to present examples of these issues and events that have manifested in different countries (e.g., in Latin America or East Asia, etc.).

Samson illustrates a course that integrates both contents as at course that shows examples from many different international cultures (e.g., from different coaching practices across the world). Such a course must make it relatable to their localized environment. If they are coaching at Athens High School, they can still take concepts and coaching practices from across the world adapting them to their local content and settings. While Jordan described a course that integrates both global and local content as a course that is doing what needs to be done. While Stephanie confessed, she still struggles with the local content on how to best incorporate it, but when she was trying to describe a course that integrates both global and local content, she went ahead to mention

that "because I do not know if local always means right around you or United States content? I am much better with international than I am with the local".

The responses of faculty as informed from the introduction of this section were based on their experiences and it was related to areas of their specialization. Based on these comments, the next section below drew responses to the challenges these faculty go through and how did find solutions to these problems.

In this section, most of the participants responded in ways that show they face challenges while disseminating their global glocal content but also find solutions to those challenges. Therefore, each faculty's voice has helped shape this section. For example, Paulina confessed she has challenges, particularly with her young adult students, because they love their content, and they want to teach it like they were taught. And she must handle them in a very kind, compassionate way to make them fit in. Therefore, she tries to be reflective, improve what she is doing and read a lot to stay up with what is current.

Gerrard also has a challenge offering explicitly international courses within his department, and he stated that "so what would make sense is for me to teach some of the classes that I would teach in other departments, but then the curricular barriers." Also, the self-defeating competition between the different colleges for gaining the income from the courses means that a practical impediment to doing this is that we cannot find a way to share revenues from courses to be able to match the course with the students. He overcame the challenge by offering to Team teach in other departments, which does not benefit his home department or himself based on incentive structure. Therefore, the part of the strategy utilized to increase the number of students in the department is using

students to recruit other students who are interested in the topics (i.e., a word-of-mouth and reference marketing strategy), so that there is a greater proportion who are kind of open to it and interested in it from the outset.

Stephanie's challenge is that she always gets a lot of pushbacks from her department chair and the dean if she does not produce a syllabus on the first day of class. But to those students coming to her class for the first time, she needs to know their backgrounds and previous knowledge. Even though she knows what she wants them to accomplish but she needs to put her readings together. Another one is meeting students' needs and how to involve a lot of international reading. But she always finds her way around them due to experience.

Therefore, she found a solution in working with a lot of international scholars from other countries. Whereas Colby's challenges are specifically about not having a choice in incorporating the global and local content in his course levels. Regarding his courses, he says "based on the core of Hinduism in India, the challenges for me are not letting students get frustrated with an overwhelming amount of new information, especially when you must use terms in the foreign language that they are not familiar with words that have a lot of syllables that are hard to remember. And so, students can get frustrated and overwhelmed quickly. He further expressed that he finds a solution to them by trying to figure out how they are doing by looking at their quizzes, and listening to what they say, and then speeding up or slowing down accordingly.

Meanwhile, Rosemary responded that the challenges were the timeframes that are involved with teaching the content. It requires a lot of thought to embed the kind of local-

global competencies into the course experiences which can be somewhat organic.

Rosemary further stated, "and so, being able to shape that provide opportunities for

everyone to communicate, and share ideas, but also she does it concerning the learning

outcomes and the course content in what she called "a balancing act." So that if the

course content and the learning outcomes are not communicated in one way, she always

has them communicated in another way, to input the glocal competencies in different

activities.

Nathaniel's-initial challenges were primarily teaching what was expected of him

and not having the freedom to add those contents that will further benefit his students

because there was an expectation that he teach certain topics. When he became tenured,

he started designing his classes with more freedom to inculcate his ideas. He thinks all

together one part of it was that he could educate his colleagues and chair or others around

him about the importance of internationalizing, the curriculum through showing them

examples of how that makes a difference. Therefore, he invites them to his students'

presentations on local issues so that they could see how it plays out.

Woods have challenges in "incorporating those content in his course syllabus

emanates from students' closed-mindedness because they already have a fixed idea in

their mind about a phenomenon before they come to class."

> So, the challenge is to get students to open their minds and realize that life goes
>
> beyond what Hollywood has shown us and perhaps that their parents are knit, and
>
> their upbringing has taught them about these people.

Also, Phillipe stated he does not have a course outcome and objectives that says, you are going to be proficient in international experience. "To some extent, making faculty and staff think of ways to incorporate the objectives." Besides, faculty are not trained educators in their fields and being able to identify the dos and don'ts of global and local contents due to diverse cultural settings which is the international experience itself even though they might have read them and see them in journals such as international publications. But that does not mean that they are experts by any stretch of the imagination. And that is the challenge. Thirdly, how to evaluate or assess his teachings effectively and appropriately is a challenge because he is not sure if he is using the right tools.

Gladys mentioned, "one of the challenges that we have is just space and time in the curriculum". For example, when a group of colleagues teach about global diseases like tuberculosis with so much content about the science behind tuberculosis and the clinical presentation, there is not enough time in the classroom to talk about what is global health. She posited that,

> The solution will be to do an engaging, challenging, and humorous pre-record for students to watch before they come in class due to not enough classroom time." She also one solution is "to think as an educator, on ways to expand her creativity in content delivery.

Shannon also outlines that she initially "had existential insecurity for a long time." The participant found solutions by actively trying to read more international scholars and as a chief editor of an important research journal at Oxford on the stability

of International Studies, she made sure that she has associates with editors from different geographical locations globally. Another challenge is the need to spend an extraordinary effort to locate sources, but she lacks language skills because she does not have access to some amazing pieces in some language which makes her sad.

Using Google Translate has helped for easier access to books that are written in different countries by scholars that do not necessarily speak English while she is trying to find more voices. Samson identified those challenges in the classroom itself. Students need to be more open-minded to take on different cultures, different concepts, and just be aware of it and then apply it to their environment and figure it out that way. The participant stated "I think, most students are so embedded into their sport, context, and own world, that they do not care about what is going on elsewhere and it is easy to get confined within their environment and be offshores and not seeing the rest of the world. And it is interesting because I have spoken with a couple of coaches here and it is fantastic because they are getting a lot of information. They are getting a lot of insight from it. And that is fantastic".

Jordan described such challenges in two ways,

Sometimes, if you are not very explicit about why you need to reflect on global issues, people will think that you are beginning to be irrelevant or tangential, you are talking about too many different things because they do not recognize the interconnectedness between them.

And I often think administrators who want you to just get to the point do not appreciate when you have a rich context to build things. I think having an awareness of certain

boundaries needs to be in place, so that you are not so tangential, that you are constantly talking about something different. Therefore, the participant tries to draw the connections to make it clear how things are interconnected as humans, inside of the educational domain, as well as outside. He thinks it is a constant and not a simple phenomenon.

On the other hand, a few of the participants (i.e., Adolphus, Amara, Hilda, and Fredel) mentioned they do not really have challenges and stated why below. For example, Adolphus on challenges gladly stated,

> To be honest, it has not been a challenge …however despite all, I find a way to fit things in because been an old social studies teacher, and considering my background, I just go ahead and get things done.

Also, students were always receptive when operationalizing the content with them. Even though, the participant said, "I do not necessarily know how well, they absorbed it". He uses simple expressions and tries not to complicate things. When things are not properly done it shows from students' reception and he can adjust. Amara also stated that he does not "have very many challenges incorporating global content into his syllabus".

> It is what I have spent 20 years learning how to do. And it is what I am asked to do by the university. And it is what my students come to my classes for local contents…

Hilda wants more practical experience for the students. However, for the regular classes that she teaches, she does not have a lot of a challenge because she is familiar with the global themes and work closely with the Office of Global Opportunities.

The participant further mentioned that,

Learning a second language, traveling away on a study are challenges on their

own and for the students because it is expensive to travel. Office of Global

opportunities does not have funding that is enough to cover the total cost of all the

students that want to have global experiences.

The participants however informed that,

We have a lot of local and global resources. And we can make do with that just

having an international class will expose both international and domestic students

to new experiences, but I wish we had more funding.

Therefore, funding is a huge factor that causes set back in internationalization. On the

other hand, Friedel stressed that he finds it to be very easy to incorporate global glocal

without any challenges. He maintained that "I very consciously tried to focus on

international topics. So, I cannot think of any problem at all." These statements indicate

the variability of challenges from participants.

Most participants mentioned various challenges they had and outlined workable

solutions that they applied to eradicate these issues. However, very few faculty

participants claimed they did not have any challenges because it is what they have

practiced all along from decades of teaching. This leads us to find out the sustainability

plan that faculty must maintain for their global local curriculum.

According to Paulina,

I planned to sustain the incorporation of global and local content in my course by

continuously researching different schools in different countries to see how they

teach their learners and facilitate their learning and hopefully, also I want to find

some ways that are best practices for international learners.

The participant also thought "that if we look at it, from a universal design standpoint, that

we can reach these students and they can open their minds and learn". Another

participant by the name of Gerrard that

"I intend to sustain by using a combination of foundational texts/debates and a

mix of new material that connects to issues of the day to sustain the work". He also

emphasized,

I have devoted my entire professional life to understanding things global and

international and I have paid particular attention to those links to the local since I

started working at Ohio University (OU) with such a strong sense of place.

Meanwhile Stephanie a participant of the study when interviewed states,

 I plan to continue doing what I did during the pandemic online because I have

made some new great relationships with individuals in Brazil, individuals in

Africa, and individuals in Northern Europe, more than Southern Europe which I

have worked with on various projects, short term projects that could be continued

on the internet. I now have some great feedbacks about Brazil that I was

completely unaware of, and some great feedback too from African countries.

This will help her to inform her students and will open some doors in terms of

internships. Colby plans to sustain his internationalized pedagogical practices by always

looking for new ways to incorporates Hindu language content since the institution has

mandated teaching online especially in the Spring due to Covid-19. Colby admitted,

I took advantage of some new opportunities to get people to talk to the students

live on video by simply using technology to fill in the gap. Meanwhile, the

readings I give to students are still going to be the same even though there is a

limitation due to travel expenses.

Therefore, this could mean that participants are looking for a way to balance teaching and

understanding topics relevant to among students.

Theme 3: Sustaining an Internationalized Curriculum through Continuous Learning

and Scholarship

In addition, a participant named Adolphus like other participants plans to sustain

the incorporation of both contents by doing everything he can to keep this program alive.

Adolphus mentioned,

I follow specific processes by reaching out to students and sending out

information through the academic advisors. The department does orientations for

incoming students and information sessions for students who are interested in

Ohio University. Several students over the years testified that they decided to

come to Ohio University, because of the program irrespective of its four years

away, they love to be part of the experience…. which happens because the

department does a lot of outreach and PR to get information out and after Covid-

19 the program will come back in full phase.

Furthermore, Amara plans to sustain the program by continuing to be a person who is

trained to be in the internationalization of global-local areas explicitly.

Whereas one of the participants called Hilda also mentioned that "I find it an easy thing to do because my interest is global. But for that to remain relevant, I planned to remain engaged in international research, intellectual academic communities that I belong. I will try to get more involved making sure the research I am engaged in, is good for publication and rich to acquire more knowledge for teaching." Besides, this, she also plans to keep herself informed by listening to an interesting podcast that allows adding topics to the syllabus. Friedel plans to sustain the incorporation of global and local content in his course through teaching. He further informed me that,

> I want to resume the Ireland program every summer and teach the Spain program every winter while looking for other opportunities. Part of my plan is that I intend to take students to Cuba and shoot a documentary.

Rosemary plans to sustain global and local content in her course, by thinking about learning outcomes and what she wants the competencies to be for students from a course. She further posited that,

> being creative in terms of how we incorporate those learning outcomes into the different learning activities would be how I would plan to do it. I want to be time cautious, make sure that the learning activities are multiple and are grounded in the content.

Meanwhile, another participant called Nathaniel plans to sustain his glocalized content by talking about things because he feels like he is now having more freedom. He expressed that,

even though it is sometimes difficult to convince some of my colleagues, and

leadership at the senior level… I want to bring examples, both from Ohio and

from other parts of the world and make those connections.

Meanwhile, Woods plans to sustain the incorporation of each content by continuing to

keep on doing what he is been doing all along because of his many years of experience.

Looking back at his teaching he said

My teaching has evolved, and I do not think I do it perfectly. There are days I

walk out of the classroom, I think, yes, that was a good class" viz-a-viz. More so,

on a very large scale, I just want to continue tweaking my classes based on my

experience. I want to go with each day with a class plan and a PowerPoint

presentation and an outline of what I want to do.

Therefore, when he is teaching the class the third time it will probably be different

than the first-time teaching of that very same class just from what he learned from the

first class regarding what worked and what did not. On a larger scale, he intends to

continue doing what he knows best.

Phillipe is curious about the incorporation of content into students' toolkit when

he said,

I will sustain by trying to understand the best way that students can incorporate

both contents... Also, for me to able to stay up to date, I will be reading and be

more exposed by attending conferences, and travel to places to talk to different

people.

His plans are further enlisted as follows,

(A). I need to know what my colleagues and experts in the field are doing as a researcher as that this will add to my international experience and my level of diversity. (B). To be open and incorporate them into me and update that which I have learned and by understanding the way to eradicate the lingering problems. (C). To become more different in five years from now because my experience in Nepal in 2015, is already old.

While Gladys gave an expansive explanation of her plan to sustain the incorporation of global and local content in her course. She said,

I plan to challenge my beliefs by asking questions from my colleagues from different nations, I want to find out about things that I think are realistic and those things that are not, or what is it that I am missing? What do I not know? So, I want to continue to challenge and to educate myself, putting myself in situations to do with different cultures and locations that I may not have been aware of so that it reminds me to ask questions about others and to learn from other cultures so that I can use those real-world experiences with my students. Finally, I want to maintain in creating open-minded students.

Meanwhile, Shannon plans to sustain the incorporation of global and local content through her plan to read more global voices. She tries to talk more substantively to her colleagues and friends from different backgrounds and contexts. For example, be inquisitive and ask their view on a particular perspective e.g., how is immigration, citizenship discussed in Ghana? The more we talk, of course, the more we notice the

similarities and differences also sometimes challenging our perspectives. For example,

Shannon says,

> I want to find out how we can create a language where students feel welcome and
> not uncomfortable or intimidated about being different, either from a respectful
> political perspective or from a different ethnic, or racial background… to avoid
> language and population marginalization.

Samson plans to sustain in his course by continuously keeping up to date with

what is going on in the world and embedding it in. Samson mentioned,

> I think been ahead of the trend by watching, listening, reading what is going on in
> the world, and in the local context as well. Also, I think more from an
> international perspective or global asset perspective, that I have got to identify
> what is the new trend? And then I want to delve into more academic research in
> teaching, and maybe in other domains, and then implement it straightaway into
> the course.

For Jordan, he says "I plan to sustain…because I find it so important to be

constantly fascinated by what I do. And I think because I believe that the attention that I

pay to this, and the awareness of the relationship between local and global issues are so

important for graduate students by allowing them to have a voice in how that is done…I

think it is important because it will help to maintain and sustain it." In conclusion, the

sustainability of global-local content for faculty is very keen and a thing of concern for

all faculty members, therefore, they all have both similar, different, and various ways to

sustain their internationalization content. The next section is based on analyzing the

document (i.e., lesson plan and curriculum) received from few faculties interviewed for this study.

Theme 4: Expanding the Horizon of Glocal Internationalization of the Curriculum

Despite fact that the university is trying its best to reform and strengthen internationalization experts still believe that there is a need to do more to encourage the faculty to perform adequately. All participants suggested different ways the university can support internationalization. All the faculty members (i.e., tenured track and faculty instructor) agreed that the institution leadership should make effort to expand the horizon of glocal internationalization of curriculum to properly establish the university.

This is one of the main functional parts of the supporting systems that are expected to be grounded by any institution that wants to internationalize its curriculum. Also, it empowers faculty effort to internationalize their curriculum. During the interview, faculty members always mentioned that they need more support from the university leadership to make the internationalization of curriculum a dream come true through.

For example, Paulina a faculty instructor mentioned that the university could do more, to support us in this endeavor,

> I think the university could make it a priority and provide examples for faculty so that it does not take so long to try to develop something like this…I also think the big issue is time because we are always busy. And then to add something new to what we are doing. It needs to be considered a priority. And it needs to be being very important.

The concern of these participants its intervention and time allocation and management of the institution.

> Gerrard a tenured track faculty also emphasizes,

> This international and the global must be defined as essential and not a luxury, essential to preparing our students to succeed in the 21st century, is essential to producing critical thinking, open-minded and accepting citizens of the world.

This faculty was looking at the importance of connecting both internationalization and globalization for better success. Phillipe summarizes the issue well saying, "the university should not only support but should allow faculty to have the possibility of being somewhere else" (i.e., travel around and that is key."

> Stephanie a tenured track educationist suggested that,

> The university needs to put some money into doing this. It would be nice if we are going to internationalize our curriculum, then let us put some money that allows the faculty to change their curriculum and have the support of other faculty who work with them or above them to say, you know what, that was great.

Meanwhile, Colby used the situation with the language department as an example that the University finds ways to partner with other nearby universities or even do not need to be that nearby. Colby further mentioned that,

> So those languages that do not have a whole lot of people enrolling here can still be taught or offered to meet the language criteria... That is the thing that I do not think enough time and thought has been put into and, we do worry about budget

cuts, undermining some of the stuff that has been done. So, we will just have to

see what happens in the next few years.

Adolphus a tenured track faculty advised like Stephanie did that,

The university leadership should assist in providing a financial incentive, also

there is an element of potentially providing a release time from teaching because

when you do not provide these opportunities, and you need to work around the

work schedule it makes it difficult. Therefore, the time must be right.

Amara emphasized the need to make sure that there are integrative opportunities at

important points across the curriculum, "where they are explicitly forced to think about

these issues (i.e., internationalization) in a sustained way". Hilda in agreement with

Colby, and Stephanie says,

The university should have a way of supporting, small enrollment classes rather

than closing them and she also mentioned, not just study away, but also give

student grants, like happiness grants, because we do not have many grants that

students can apply for meaningfully that are enough money to take them abroad to

do research.

Invariably, one could see that financial support, consideration of time, and

sustenance of courses with small enrolment in certain courses need attention. Friedel said

that he thinks the Center for ethical studies needs to do a better job. "I have been here 20

years. And I think, I do not think the last maybe five to 10 years they have done a great

job of reaching out." He says he believes in their mission, "but I am not sure that they are

doing a great job of reaching out to schools." He further posited that they should manifest

their presence which he thinks they should be doing best; they will do the International

Festival in the spring. And he thinks that is important. But he just thinks they could do an

overall better job of reaching out to faculty.

> Rosemary mentions that,

> The university could facilitate the incorporation of this work by offering
>
> workshops, offering modules online, offering how-to acquire more experiences
>
> for faculty, sharing new ideas, allowing other faculty to share ideas on how they
>
> have done it.

Nathaniel and Phillipe are tenured track faculty, they thought the senior leadership should

include internationalizing and globalizing of the curriculum as a core part of the vision of

Ohio University, understanding why, or kind of making that clear in the sense that in

every conversation or presentation where, you know, it is important, they bring it up

because they feel it and they value it right.

> Woods a faculty instructor informed that his experience with the university is

frustrating also,

> I do not think the university bureaucracy sees these (i.e., internationalization) as a
>
> necessity that they must tolerate, that they need to be competitive in the market.
>
> And I do not think they take it seriously. Now, you know, it is very political. And
>
> of course, right now, the political times being what they are, these things are not
>
> as important as they were.

To him the if the university is very serious about the internationalization of the curriculum, they will make opportunities available. Gladys a faculty instructor "hopes they do it". She stated an example of

> A program in the Office of Global Opportunities that I think is fantastic and should be encouraged because it is an opportunity for authority and staff to travel internationally especially the new faculty members.

Also, she thinks the university should be more involved at the larger level in local partnerships and local festivals so that it can encourage not only our students but also our faculty to get involved in and volunteer more in the community.

Shannon mentioned an adage "if there is a will there is a way." And advised, that "the university should recruit more faculty who represent different backgrounds and cultural issues." She further asked specific guiding questions for example, "today on perspectives, how can you recruit? How can you be an attractive institution? for international students?" and ended by saying "it is a time that we have so many diverse communities. Unfortunately, our universities remain less than desired levels of such diversity." Wherefore, according to this faculty, a high level of diversity should be a concern for internationalization. Whereas Samson and Jordan just like some other tenured track faculty and faculty instructors are concerned about the lack of financial support aspect. For example, Samson added "I think from my perspective, that university does well…. I think the biggest and it is always a constraint is finances." Also, Jordan added, "I think financially… in an ideal world to globalize somebody you got to take them out of this environment and give them a new environment."

It is very much critical that the university leadership should also look across certain disciplines that are not performing up to expectations and examine if there is a need to re-focus the goals and rebuild the structure therein. The leadership should check what cultural backgrounds are needed for the establishment of internationalization of the curriculum. and what are the international requirements that will position such disciplines as international-oriented disciplines. Based on all these supporting comments, the university must be encouraged to be more attentive to its faculty needs to sustain internationalization of curriculum in the global and glocal context as this will give room for proper methods of assessing student global glocal competencies and position the institution as one of the best, among others. This of course leads to perusing faculty responses to another common theme below.

Sub-Theme: Rejuvenating Faculty Efforts

All the faculty members mentioned that the Ohio University leadership should not just cancel courses because they do not have enough students. They advised that such courses can be retained through collaboration and partnership with another University. Also, that the University leadership should try and connect with other leading universities that internationalize their curriculum and collaborate with them to learn new ways of internationalizing curriculum that will be rich in global and local content. Apart from that, the collaboration will empower the faculty and equip them with more experiences. However, the collaboration will empower those courses that did not have enough students in their courses and teach new ways to inculcate internationalization in their curriculum to fulfill global and local expectations.

All participants (i.e., tenured track and faculty instructors) during the interview were very specific about this collaboration and partnership and even some of them were saying that "the university needs to do a good job in this area." In my opinion, faculty need security in professionalizing their profession constantly and this can only be supported by the institutions where they practice. However, some of them also mention that this should not be put on the university alone that departments and faculty should be able to help as well. That there is a need to consider whose knowledge counts presently in the curriculum and why, and what are the options available that are frequently not explored while in a hurry to accomplish the obligatory documentation for approval of the academic-teacher-researcher.

Experience faculty could be used to identify the problems and challenges those courses with few students have and it may be shocking what revelation are well will expose. A study could be carried out or a consortium of faculties with experience might figure out what needed to be done. Some of the problems might be how those courses were marketed or internationalized. It could be not having the right experts to connect global glocal experience more. Creating workshops, seminars, and training for faculties and administrators in these departments could be of great advantage and boost faculties' efforts.

Summary

In this chapter, the researcher presented the findings of the study based on the analysis of the interview transcripts. The research results were organized following the study's four main research questions, which were answered, and contributed to answering

the primary research question: What is the lived experience of faculty at a U.S. University in internationalizing their curriculum to foster student glocal competence?

The first subsection contained findings related to the secondary research question: i.e., how do faculty experience a U.S. initiative for internationalizing their curriculum to foster student glocal competence? Importantly, all the interviews revealed that faculty must engage in several important practices to be able to ascertain expected competencies. Therefore, the findings under this section were based under the following heading: Faculty experience on Glocal Curriculum and Glocal Competence Inquiry, Transformational leadership qualities in internationalization, Effect of leadership on global-local experience on quality service.

The second subsection contained findings related to the secondary research question: i.e., How do faculty at a U.S. university explain the process to internationalize their curriculum to foster student glocal competence? Here, findings revealed that both tenured track faculties and faculty instructors demonstrated both related and different processes to accomplish expected glocal competency in students. There are identified heading and themes and subthemes that emerge within: Glocally informed pedagogy and internationalization, Faculty as an instrument to internationalization, and faculty as informed pedagogists and global glocal connectors.

The third subsection contained findings related to the secondary research question: i.e., How do faculty at a U.S. university use glocally informed pedagogical strategies that help sustain the internationalization of their curriculum? These findings informed that faculties within the university expressed several related methods that can

be operated in achieving the stated research question. Therefore, there are identifying headings, themes, and subthemes that emerge thereof: i.e., Glocally Informed pedagogy and sustenance of Internationalization of curriculum, Faculty definition of internationalized curriculum, Faculty global and glocal mastery, and faculty interconnection for a global glocal exchange experience.

The fourth subsection contained findings related to the secondary research question: i.e., How do faculty at a U.S. university interpret their experience in internationalizing their curriculum to foster glocal competence? This section emphasizes several enriched experiences that the faculties revealed within the study based on their years of experiences in teaching, traveling, and research. Based on this there are identified sub-headings for subsection, themes, and subthemes: i.e., Overall appreciative inquiry and internationalization of the curriculum, institutional leadership on global glocal internationalization support, collaboration and partnership with other universities and faculty, faculty method of assessing student global glocal competency and assumptions and misconceptions about glocalization of the curriculum. This chapter, however, concluded with the participant's contribution to the identified themes and subthemes.

Overall Summaries of Findings in Tables

This section forms the summaries of the content in this chapter (i.e., in tables 4, 5, 6, and 7) to give a refreshing memory of all the findings presented in this study.

Research question 1: Theme and Subthemes

This section summarizes the research question 1 theme and subthemes which was expatiated extensively below the table.

Table 4

Summary of Themes and Sub-themes Related to Research Question One

Theme	Sub-theme	Sample of quotation
Motivation to Internationalize the Curriculum	Personal Experience Personal and Student background	Faculty core motivation to incorporate glocal competencies into the curriculum.
Diverse perspectives on glocal competence	Glocal Inquiry to foster glocal competence.	"Students should continuously update, and that competence should always be at the forefront."
Faculty involvement internationalization planning		All faculty mentioned the importance of the university involving experience faculty in the planning and process of internationalization of the curriculum.

Note. This table is the summary of research question 1 theme and subthemes as indicated and discussed above.

Research Question 2: Theme and Sub-Themes

This section explains research question two theme and subthemes on internationalization, traveling, instruments to internationalization, and pedagogical methods.

Table 5

Summary of Themes and Sub-themes Related to Research Question Two

Theme	Sub-theme	Sample of quotation
Internationalization	Travel-Abroad Use of international background, scholarship, and experiences. Use of diverse pedagogical methods and content for glocal teaching and learning.	Stephanie's statement was very profound on internationalization "but we need to be able to get it together with a bunch of people who are doing this very same thing and exchange ideas.

Note. This table is the summary of research question 2 theme and subthemes as indicated and discussed above.

Research Question 3 Theme and Sub-Themes

The table below on research question three indicates findings of on themes and subthemes on glocally informed pedagogy, faculty global and glocal mastery, and faculty interconnection for a global-local exchange experience.

Table 6

Summary of Theme and Sub-themes Related to Research Question Three

Theme	Sub-theme	Sample of quotation
Glocally informed pedagogy	Definition of terms from global and local perspectives.	All the faculties conformed to their type of glocally informed pedagogy.
	Internationalization Expert and Interest	Glocal pedagogy involves the merging of global and local content. It draws globally to incorporates the local contents into how it works for the local understanding for digestive purposes.

Note. This table is the summary of research question 3 theme and subthemes as indicated and discussed above.

Research Question 4 Themes and Sub-Themes

The table below explains the research question four themes and subthemes with core value as the theme and invigorating faculty experiences and rejuvenating faculty efforts as subthemes.

Research question four's themes and subthemes, the topic of theme and subthemes, and content summary were all the combined headings in the table that explains the content.

Table 7

Summary of Themes and Sub-themes Related to Research Question Four

Theme	Sub-theme	Sample of quotation
Internationalization of the curriculum as a core value	Definition of terms from global and local perspectives. Internationalization Expert and Interest.	All the faculty interviewed expatiated on their core values and how it enabled them to carry out positive action in internationalizing their curriculum.
Theme	**Sub-theme**	**Sample of quotation**
Sustaining an internationalized curriculum through continuing learning and scholarship.		I find it an easy thing to do because my interest is global. But for that to remain relevant, I planned to remain engaged in international research, intellectual cum academic communities that I belong.
Expanding the horizon of glocal internationalization of the curriculum.	Rejuvenating faculty efforts	All the faculty members (i.e., tenured track and faculty instructor) agreed that the institution leadership should make effort to expand the horizon of glocal internationalization of curriculum in other to properly establish the university.

Note. This table is the summary of research question 4 themes and subthemes as indicated and discussed above.

Chapter 5: Discussion of Research Findings and Conclusion

Introduction

The purpose of this study was to obtain through deep exploration the experience of faculty at a U.S. university (i.e., Ohio University) in the ways it internationalizes the institution curriculum to foster student glocal competence. Faculty in any institution of higher learning are agents of internationalizing the curriculum either in the areas of planning or implementing the institution's set goals and objectives. Generally, curriculum internationalization is about generating equivalent chances for internationalized knowledge and development for every student admitted by a university. It is about creating a level-playing field for those who are subject to the global competitive aspects of education and assessment (Einem et al., 1999).

Based on the relative consistent demands placed on the modern-day learners, it is critical or highly important that curriculum contents manifest international interest globally. It is of interest to explore how internationalization is unfolding in a U.S university, specifically Ohio University. According to Helms and Brajkovic (2017), the 2016 Mapping Survey data reveal that internationalization persists in obtaining and achieving impetus and force among U.S. colleges and universities.

There have been demands to internationalize the curriculum at Ohio University, and the faculty are central to achieving such goals, as the university is claimed to be diversified and inclusive. Given the local diversity of the world, to effectively internationalize the curriculum, the global must be infused in the local, thus developing a glocalized curriculum. A glocalized education and teaching denotes the curricula

deliberation and pedagogical enclosure of local and global community linkedness, relative to community accountability, fairness, and ability to endure (Patel & Lynch, 2013).

The previous chapter presented the findings of the study. The presentation of the findings was guided by the four research questions stated for the study. The study revealed subsections title based on the collective associated responses of participants in relevance to research questions and appreciative inquiry questions that drew out responses from participants. Apart from subsection topics and relevant content that manifested from results, some themes and subthemes surfaced from subsections that are very relevant to the study.

Findings revealed that participants were tenured track faculty and instructional faculty that were present for the interview as they shared their lived experience with regards to internationalizing their curriculum to foster student glocal competence. Findings also revealed that the faculty selected were experienced in the transformation of knowledge and internationalization of the curriculum. Faculty use diverse informed pedagogies to internationalize their curriculum. Also, the findings revealed the faculty's level of confidence in delivering their contents and the challenges they undergo while doing this on a regular basis. Participants, however, expressed their constraints and how their intention to expand their horizons of internationalization were hampered. They mentioned expected supportive roles that they believe the university leadership should demonstrate.

Research Questions

Important considerations for professional practice and citizenship include curriculum (what works and what does not work) but also moral responsibilities, which are positioned alongside local, national, and global citizenship (Leask, 2015). This study aimed to contribute to the existing research on the role of the faculty at the university by drawing on individual accounts of lived experiences (Brunner, 2000). Toward that end, the researcher, using a qualitative, phenomenological process, asked one primary research question; What is the lived experience of faculty at a U.S. university (i.e., Ohio University) regarding curriculum internationalization?

Four research questions provided a framework for this research:

1. How do faculty experience a U.S. university initiative for internationalizing their curriculum to foster student glocal competence?

2. How do faculty at a U.S. university explains the process to internationalize their curriculum to foster student glocal competence?

3. How do faculty at a U.S. university apply glocally informed pedagogical strategies that help sustain the internationalization of their curriculum?

4. How do faculty at a U.S. university interpret their experience in internationalizing their curriculum to foster glocal competence?

Conceptual Framework

In this chapter, a discussion of the findings will be presented through the lens of the conceptual framework that steered this research. Appreciative Inquiry (AI) is combined with other frameworks on curriculum internationalization such as glocal

curriculum, glocally informed pedagogy, glocal awareness, glocal knowledge, glocal

skills, glocal understanding, and glocal competence (Cooperrider & Whitney, 2001; Jean-

Francois, 2015; John, et. al., 2017; Leask, 2015). Cooperrider (2017), provided a five-stage

thematic lens to appreciate faculty efforts (i.e., define, discover, dream, design, and

deliver). Whereby, Jean-Francois (2015) offered a comprehensive approach to the glocal

curriculum. While John et al. (2017) provided the three dimensions of *knowing, acting,*

and being of curriculum content.

Faculty should understand what internationalization is before they can be able to

properly connect it or exploit it more positively in their curriculum. Questions that should

be expected are: Why internationalization? Why is it important for the curriculum? Who

are the stakeholders involved in it? An honest approach should be given to these types of

questions because it will form the basis or bedrock of what a positive internationalization

practice will do. Rezaei et al. (2018), stated that internationalization frequently

concentrates on the international scopes of higher education/postsecondary education,

and it is understood and utilized by diverse stakeholders in various countries. Based on

this literature we further could ask how do faculty contribute to internationalization and

internationalizing their curriculum? This question or questions will be answered in this

study with the subsections that will discuss the findings in connection to the conceptual

framework.

Findings that Confirm Previous Literature

Internationalizing the Curriculum and Glocal competence

It is of immense importance, or it could be advised that any institution of higher learning that proposes or intends to internationalize their curriculum should have a specific understanding that is relevant to the component, process, practice, and success of such endeavor. The reason has been that internationalizing the curriculum could be a journey with diverse and appropriate travelers if the stated goals should be desirably achieved. For example, how important is the local in internationalizing the curriculum? Interview revealed that in the present-day time, it is difficult for any university or institution of higher learning to excel if they ignore global demands for curriculum internationalization.

The literature revealed that internationalizing the curriculum offers helpful support to "university managers, academic staff, professional development lecturers, and support staff as well as students and scholars" who are engrossed in developing theory and practice specifically in this domain (Leask, 2015, p. i). Whereas participants also revealed the curriculum content and pedagogical methods that they used to achieve curriculum internationalization. Despite their wealth of experience, much still needs to be done in understanding the glocal and competency content therein. The reason has been that very few participants understood the word "glocal" and there is an indication of confusion in its practice.

However, Jean-Francois (2015) mentioned some principles involved in maintaining glocal higher education, which encompasses individual-consciousness and

realization, universal responsiveness and resident inquisitiveness, international development and resident acceptancy, international investigation, locally based participatory inquiry (LBPI), international education and instruction, and locally informed pedagogy (LIP), universal consequences and locally appreciated consequences, universal influence and impact, and locally rooted sustainability (LRS) and global local cooperation and interdependence (Ayitey, 2018). Jordan one of the long-time experience tenured track faculty in his definition during an interview simply stated, "there is no global without local and no local without global". In other words, for the global to thrive, it must recognize the local viz-a-viz in culture, values, and sustainability.

It is a fact as informed by Jean-Francois (2015) that the global market workplaces are situated universally, placing workers in unique circumstances of interaction in locations that require a culturally diverse workforce and culturally diverse beliefs, interpersonal relations, and lifestyle. However, findings from interviews indicated that all the faculty participants in the study were professionals with international experience specific to their continents (e.g., Europe, Africa, Asia, etc.). This was based on the pressure placed on universities to adopt their policies, priorities, and focus to fast-changing social, technological, economic, and political forces originating from an immediate and larger postindustrial external environment (Bartell, 2003).

Taylor (2007) perceives transformative learning experiences in five progressive steps: been insightful as a conversational procedure, conversational association with identity, progressive learning, personal or individual-activity, and authorship, and connecting with other persons. Suggestions were also made from almost all the faculty

for inter-faculty collaboration. Leask (2015) argues that because the curriculum interacts among individuals, knowledge, values, and actions are therefore important to plan and encourage students to work in multicultural groups in classes that are progressively connected to the globalization of the set of courses. The faculty also mentioned that their teaching methods involved grouping students in peers, or reshuffling groups to make sure students connect sufficiently.

However, all faculty interviewed mentioned that they were hired by the university to inculcate global content into their curriculum and teaching. Meanwhile, few of them still struggled with an understanding of the meaning of the concept glocal and how global can be connected into local even though they teach it; this is manifested in what they teach yet apparently, they do not understand it. For example, some participants stated they do not do much of local because they are meant to bring the global into the classroom. Whereas in literature, it was stated that the local is inseparable from the international (i.e., they are the same). This should be the understanding even as we attempt to instruct academic personnel and the communities, the additional courtesy should be dedicated to global and local teaching and instruction and therefore global local consciousness and responsiveness (Niemczyk, 2019).

Since it takes great leaders to create more informed leaders, faculty understand their roles as leaders and what it takes to fulfill such a responsibility, and the qualities, they must possess to do so. Keywords such as integrate, inform, thinking, exposing, addressing, teaching, engaging, knowing, and encourage popped up during interviews as words that will enable faculty to accomplish the mandate of the university to

internationalize the curriculum. This led to a discussion of noted themes and sub-themes that emerged during my interview as discussed below.

At the glocal level, the institution of higher learning should recognize the need for the active engagement of their institutions globally through partnerships, offering a global standpoint in the education they offer or make available thereby linking the local with global (Hill & Green, 2008). Data collected from interview exposed that the university still has a long way to go and there is a need to partner, connect and collaborate with other universities that are experienced and expert in the internationalization of curriculum through the fostering of glocal competence. Jean-Francois (2015) further enlightened in this direction by saying that an active global and local advanced schooling must focus on the four Cs' i.e., community (individuals and public), commitment (obligations), communication (interactions), and conflict resolution (solving issues).

Also, it is important to develop future citizens who can participate in justifiable changes through the grassroots activities in international level and settings. Consequently, the curriculum and the academic settings should progressively connect the international and community deliberations (Makrakis & Kostoulas-makrakis, 2014). Students that are not empowered to be glocally competent will find it to be a big challenge to be globally competent. The result from findings gave evidence that to be a globally competent student must be taught how to recognize diverse cultural values, languages, and interactions. However, some of the participants in the study confirmed how they prepare their students to get familiar with locals and local content of any place they intend to travel and they gave testimonies on how that had helped the students to be able to relate

glocally. There is a need for the active engagement of higher education institutions globally through partnerships thereby linking the local with global (Hill & Green, 2008).

For a reminder, this study is a phenomenological study that explored the lived experience of faculty at a U.S University (i.e., Ohio University) on how they internationalize their curriculum to foster glocal competence (i.e., of students). Faculty at Ohio University informed different ways of how they lived their experience for example, by presenting their glocal experience through the ways they approach glocal teachings, and the type of informed pedagogy they used in internationalizing their curriculum. The study further explores the glocal awareness, glocal curriculum in the ways it engages students' knowledge, skills, and mindsets. Therefore, this section will discuss in-depth the findings with the literature as was presented within the study.

Structuring the Glocal Curriculum through Glocal Awareness

Faculty must be knowledgeable in internationalization before they can endeavor to provide the proper teaching-learning environment for the students glocally. Perhaps it should be required that experts should be able to demonstrate their experience fully in the content of the glocal curriculum so that it can be enriched with competency values. The reason has been that the glocal curriculum is competency-based because of its persistence in integrating and merging the components of knowing, acting, and being in the educational experience provided to the scholars (John, Caniglia, Bellina, Lang, & Laubichler, 2017).

The sub-theme from the main theme in research question three, emphasizes the importance of faculty to the content of their curriculum to be able to internationalize it

adequately. The glocal content of a curriculum can be comprehensive according to the literature but could be simplified for proper student digest and this will be based on the experience of faculty in charge of such curriculum for better learning outcomes. For example, all the faculty interviewed mentioned how they manipulated their contents to help the student for mastery. This is a form of leadership know-how (i.e., knowing your content like the back of your hand). The definition of glocal curriculum to every faculty will determine how glocally embedded such curriculum will be. All the faculty emphasized how much they want to remain engaged in glocal content to be able to pull in both local and global curriculum together.

The question remain what is the vision? How can the vision be nurtured for accomplishment? For example, Hilda emphasized the importance to remain engaged in the research and learning community, while Shannon a tenured faculty wants to specialize in global-local initiatives and connecting them locally. In the process of evaluating the vision, it is important to see if they can integrate, student-centered, realistic, and shared practices in the context of collaborating (John et al., 2017). Designing a glocal curriculum, must be through faculty that are well experienced in the content. The findings revealed that the university does not have much of faculty of this nature that could demonstrate mastery or understand the core of glocal curriculum structure. However, it was advised that those who know how to develop such curriculum should be encouraged to teach others or there should be training for those who intend to structure their curriculum locally so they can connect it globally.

All the faculty understood there should be a process to properly internationalize their curriculum. However, they mentioned that it is initially important to appreciate different students from different backgrounds and cultures coming into their classes, interview them, connect them, and create a classroom atmosphere where all students can interact as the first step. Besides, they now realize that afterward, they can consider the methods, application, and management of their classes.

For example, it was mentioned that students from different walks of life comes to classes with rich information that could benefit class teaching. This relates to John et al. (2017) who stated that the glocal curriculum is a competency-based curriculum for it persistently integrates and merges the components of knowing, acting, and being in the educational experience provided to scholars. Institutional leadership as emerged in the themes must be able to find a way of supporting by getting more involved in this direction for proper faculty support.

Therefore, all faculty expressed the importance of confirming what the students know, interacting with regards to what they know, and recognizing their personality as this will help to better build the learning outcomes that enable proper global awareness. This statement also correlates with Green & Whitsed (2013) advice that the individuals within the group should be willing to debate concerns, discuss meaning, and advance shared insight, which should be used as the basis for decisions making regarding the content, teaching, and learning behaviors, and assessment in the program. A culturally diverse group will be a great fit. Based on the above, the faculty that are classroom leaders can then provide case study examples, and discussions that are relevant to

classroom glocal development following strategic and systematic thinking (Jean-Francois, 2015). For example, the importance of bringing in global issues as mentioned by some faculty, to build global and local awareness.

In addition, faculty should realize they are the instrument to the internationalization of curriculum more so, that it will be difficult to fulfill internationalization if the purpose and expectations of hired faculty from the diverse continent are not achieved. Most faculties interviewed expressed that they were employed to fulfill global, local components because they brought in their local experience and their global experience to form their curriculum and to build students' competency from the classroom. They emphasized that those components are vital to the upliftment of the internationalization of the curriculum. However, they further emphasized the different pedagogical ideas they used in connecting the local into global through the linking up of those elements of socialization. Jean-Francois (2015) emphasizes the importance of focusing on the impacts of global education in postsecondary institutions (i.e., at the glocal level). This occurs across research and knowledge production, development of strategies, and the likes. The question remains, what are the concerns about implementation? For example, some faculty's adamancy with regards to the need for the implementation of global initiatives in postsecondary schools or other faculty who tend to emphasize the detrimental effects of global education on the locals within their national context. Meaning there is a core need for a comprehensive approach.

Glocally Informed Pedagogy to Foster Glocal Knowledge

According to Jean-Francois (2015), glocally informed pedagogy (GIP) is an incorporation of locally informed pedagogy (LIP) to permit, agree, and allow a change in knowledge and understanding of the student that contributes or participates in glocal awareness, glocal understanding, and glocal skills. Meanwhile, the LIP refers to education and knowledge method that justifies the social scopes of specific cultures and social issues related with specific education styles. For example, a few faculty members use readings from the student research project, reflection, and study abroad assignments to assess the level of understanding. Some other faculty claimed they use case studies, class discussion, journals, and interactive emailing. Themes and subthemes showed common pedagogical methods manipulated in diverse ways depending on the knowledge of the faculty. Others showed a unique way of pedagogical knowledge in fulfilling glocal competency. In some cases, some other faculty follow the institution's outlined pedagogy with a little modification. The question remains what knowledge is required to fulfill the correct glocally informed pedagogy.

How important is a personal experience to glocally informed pedagogy? Jean-Francois (2015) and Mezirow (1991), informed that a preceding suggestion through serious consideration of individual knowledge and understanding can alter the confidence, approaches and expressive responses of the student. That is the acquisition of knowledge through that which was thought, then if this is true, how much knowledge can be measured (if possible) or quantified that the learners or faculty to demonstrate been informed glocally? Then how much of Mezirow's (2000) transformative learning phases

such as confusing predicament, personal-inspection, serious or in-depth evaluation, the acknowledgement that individual dissatisfaction and change practiced by other individuals is necessary to be learned or developed?

In relevance to Mezirow (2000), faculty expressed the need for the investigation of chances, accomplishment preparation, awareness, and capability attainment, trying new characters, capacity structuring, and restoration. That is there is a need for the mastery on both sides (i.e., faculty and students). In my opinion, if students must acquire competency faculties (tenured track or faculty instructors) must demonstrate sufficient glocal knowledge, related and relevant pedagogical mastery. Such faculty should be able to properly define internationalized curriculum at global local levels and be able to connect to acquire global local experience as discovered on the themes and subthemes.

All the faculty in their interviews stated they use glocally informed pedagogy to transform student knowledge from outdated to current by updating them on what is truly going on within and outside of their environment by discussing the global within the local and allowing students to travel to different countries for practical experience in other countries cultures, content, situation, and position with regards to what they have learned in the classroom. Mezirow (2000) later claimed that transformative learning manifests through ten phases such as; confusing predicament, personal-investigation, serious investigation, the acknowledgement that personal dissatisfaction and change were also went through by other individuals. This is sustained with the investigation of chances, achievement preparation, awareness, and knowhow attainment, endeavoring new characters, capability structuring, and rehabilitation. For example, one of the faculty

members said she debunked students' generalizations of women's issues on the continent to other parts of the world. Another said all it takes is getting one group of students to understand the information he brought into the class and that ignites the fire in others and so on.

Meanwhile, Feinstein (2004) maintains that impulsive discourse and dangerous thoughts are both unalterable fillings (catalysts) of the transformative knowledge and experience nevertheless understanding that renovative learning has rotated beyond Mezirow's framework (Cranton, 2006; Taylor, 2007). Besides, almost all the faculty have a common method of assessing their students to sustain glocal pedagogical strategies. Some uses the institutional model of assessment; others mentioned they use class discussion, assignments, weekly or periodic tests. Meanwhile there are a few who find it difficult to use these instruments to assess whether their students have global and local understanding rather they use reflections written from observed practices couple with an institutional-based assessment model.

Jean-Francois (2015) in helping to solve the situation, maintained that glocal capability fallouts can help develop glocal consciousness and glocal awareness, and the capacity to make a native version of global contexts or tactics in local settings. Therefore, all faculty members further mentioned that they want to keep doing what they know best to maintain their glocal experience to benefit their students' experience and to make them globally competent. Most mentioned that they want to learn from faculty that are more experienced. Others mentioned that it is important to stay current with research from various avenues globally and locally to learn better ways from other universities to

internationalize (i.e., experts that are better at teaching students to acknowledge their complex status in the world) and that can provide them a more accurate view as citizens of a nation and the world (Niemczyk, 2019).

Based on this, faculty craves for more opportunities to do better because they emphasized that their improvement would lift the banner of the University and make the students more globally competent. The reason being, that the outcome from glocal pedagogy assessment (when properly followed) may be utilized in the context of a glocal HE curriculum, which could notify transcultural teaching and learning habits targeting transnational commitment (Jean-Francois, 2015). The entire faculty appreciate the university's leadership efforts and seek more support from the university financially and professionally for them to be able to perform much better. They suggested that more grants should be awarded for the accomplishment of projects and research to support staff and students in the fulfillment of desired goals. According to Jean-Francois (2015), specifically perceived that competence is located or positioned inside the continuous sequence of an enduring education procedure, consequently connecting both steady, casual, and proper education.

Any project that starts and cannot be accomplished is a waste of efforts and funds, and if a project is initiated and accomplished and is later abandoned or lacked continuity, it discourages faculty, students, and the departments in charge of such projects or studies. When faculty are deficient in progressive exposure to skills and proficiencies needed for global, local competencies accomplishments, it affects students' development. It should be noted that glocal knowledge and glocal awareness are the underlying strands that

branch into global competence (Ayitey, 2018). Faculty mentioned that diverse changes are going on globally and locally, which call for consistent updates and efficiency. This means there should be no limit with regards to glocal knowledge and awareness if global competence is a keen requirement for students' capability.

The results also revealed that not all faculty were excellent at effectively communicating knowledge and awareness of the glocal even though they possessed the global experience. Therefore, there is a disconnect in transferring glocally unaware knowledge through their curriculum to students. Few faculty members confessed they need help in how to assess students' understanding of glocal competency, which they are not happy about. They confessed, "I still struggle with that a bit" or "I find it difficult to do that". Whereas glocal competence denotes those skills and knowledge acquired by self enables them to act on matters of glocal importance (Mansilla & Jackson, 2011, Milman, 2014). Then, if this is true, how can faculty members that are deficient in these skills and knowledge receive help to acquire those competencies.

Glocally Informed Pedagogy by Glocal Skills and Glocal Understanding

The themes in this section manifest the need for institutional leadership to support global, local and internationalization beyond previous times. Participants expressed their concern with regards to the need for the university leadership to be more involved in the internationalization of the curriculum. The subtheme for this theme emphasized collaboration and partnership with other institutions and faculty with internationalization experience for guidance. Participants also mentioned various needs, reasons, and the importance of partnerships with prominent universities.

Another theme emphasized the method of assessing student glocal competency as connected to acquisition of glocal skills and understanding of important subject matters. Participants also revealed that there are assumptions and misconceptions of the local and global curriculum. There is evidence of findings showing that some of the faculty do not understand what is glocal (e.g., Amara, Phillipe) while some confessed that they do not have those skills nor understand global, local internationalization. Few faculty members pretended to be very much aware of the glocal curriculum, but their responses exposed that they need help in understanding its content.

We always say experience is the best teacher whereas, experience manifests through proper preparation, planning, execution, and continuity of what we know and practice all the time. All the faculty members interviewed were proud of their long-accumulated years of experience gathered along the line of operations and service and are ready to do more. Almost all the faculty are engaged in organizing traveling experiences for their students. However, based on their profiles, every one of the participants is specialized in their job areas and they have core experiences and connections with global networks.

Faculty have experienced students manifesting a great understanding of global, local both in classroom settings and with programs or projects. Some of them gave examples of seeing their students developing and growing right before their eyes through demonstration of maturity in global, local contexts. A particular faculty member mentioned that his students fell in love with a project they had in Ireland, and she relocated and worked there. Faculty embrace it as a duty to encourage all their students,

but they are requesting the same from the university because they believe that to charge

others to action, they must be charged up as well.

For example, one way to encourage faculty into better actions is for institutions

to consider a collaboration amid a partner with international upright and additional

collaboration at the community level (Jean-Francois, 2015) to further accomplish a

comprehensive glocal curriculum. This author suggested that a partnership of this nature

is either one or two ways (i.e., can be tactical for specific projects accomplishment or

strategic- intentional to accomplish long-term goals) to attain various goals target (Jean-

Francois, 2015, p. 115). The reason for this, as mentioned by some faculty members, is

that closing a course because it has few students does not help in internationalization

rather than finding a way to sustain it by using a partnership method which could a great

support. Therefore, approaching change and growth from a problem-solving perspective

in any organization should be key for firms that intend to enhance their efficiency,

endure, accomplish better, and improve competitiveness (Bellinger & Elliot 2011).

Finally, in connection to the research questions and conceptual framework of

this study, to achieve a spectacular shift in organizational culture, the overall team acting

as change agents should ask the following question, Is it possible for us to involve the

optimistic qualities of every staffs concerning renovating and improving the

establishment? (Cooperrider & Whitney, 2011). If we want to be acknowledged, we must

encourage the expression of frontline employees' strengths, initiative, and skills.

Therefore, a goal of creating a historic-rich culture with a ratio of five stories of positive

performance and success to every negative one must be set – to build a vibrant, high-performing, customer-focused culture (Cooperrider & Whitney, 2011).

Appreciative Inquiry (AI)

This study uses Appreciative Inquiry (AI) as a conceptual framework. According to Cooperrider et al. (2003) Appreciative Inquiry (AI) is a collaborative co-innovative quest that helps to discover the best in individuals, their establishments, and the globe located and situated on every side of them. During the interview, both tenured track faculty and faculty instructors in one way or the other mentioned that those faculty that are experienced in internationalizing the curriculum must be recognized and appreciated so they can help others. Specifically, a faculty member mentioned another faculty that is doing so well and demonstrating high intelligence through his teachings with students in the classroom and beyond on internationalization and glocal competence. However, stated that she did not mind working with such faculty to learn the nitty-gritty of the glocal curriculum.

The question remains, how do we appreciate faculty members with very good experience to be able to get the best out of them? It encompasses the discovery or findings of what life offers to a living and sustaining system at its most efficient, successful, and productively proficient capacity in economic, ecological, and human terms. Faculty generally need to be appreciated and encouraged in what they do. Most of the faculty interviewed have spent years or decades in teaching, instructing, and internationalizing their curriculum.

However, the best the institution leadership, colleges, and the department could do is to appreciate their efforts by providing those concerned needs for these faculties to generally be able to move the institution forward with their wealth of knowledge. In addition, faculty members could jointly appreciate each other. AI is an effective method of transformation, motivational competence, mobilizing, and supporting system change (Cooperrider, 2017). To achieve a spectacular shift in organizational culture, the overall team to change agents should ask the following question, "How can we engage the positive potential of all employees toward transforming the company?" (p. 275). However, learning occurs because of organized and scheduled interactions learned by concealed or unpredictable influences. Leaders (i.e., instructional staffs) should regard learning activity as their duty also as a function of the ways a classroom interrelate, by texts, through school philosophy, and the opportunities growing out of the collaboration of performers (teacher and learners) because such learning activity informs the significant success of work (Andrew, 2007). The findings from the study revealed that there is a need for a better classroom atmosphere where students from different backgrounds can interact irrespective of their diverse cultures and tradition.

Above all, it is very important to concentrate on what gives the institution a bubbling, what makes it exist? And how can we transform that which makes the institution exist? How can we make such an existence a better one? Using the 4Ds: Discovery-concentrating on those things that enable the organization to attain success, Dream- picturing possible optimistic prospects for the organization, Design-a change to debating and discussing already generated possibilities through collaboration, and

Destiny-constructing the future by continuous innovation and actions through collaborative and individual efforts (Ludema et al., 2006; Moore, 2019).

Findings that Contradict Previous Literature

The findings of the study exposed that faculties have dreams for the future of internationalization which is more collective but there is a need to live the experience of collaboration and oneness. How applicable and how relevant are these dreams for the fulfillment of glocal competency in internationalization. Part of the faculties has dreams on global while some have on glocal. Some dream to have experience on local but needs to be helped on their understanding on what is local and how it is connected to global is low. However, Bush (2009) clarified this by presenting the destiny principles emphases on openness and opportunity for every faculty to exhibit personal commitment through taking actions that will enable the fulfillment of the design structured to enable accomplishment with no action plan (i.e., how relevant, or applicable, or genuine is the fulfillment of the dream). When this is accomplished, a leadership situation becomes progressive and successful (Bushe, 2009) detecting and strengthening those inventions with anticipation to foster and create actions and procedures to stimulate personal-establishing impetus (Bushe, 2012).

Findings from the study did not emphasize what faculties discovered in their lived experience in internationalizing their curriculum to accomplish glocal competency. Only two of the faculties mentioned using local traveling to connect with global traveling by making their students learn cultural contents within the local in the USA before traveling to other countries outside the United States. Another section of faculty said they lead

their students to travel outside of the country for example to collaborate with a small village in Ghana called Kumasi (i.e., a local community) but did not understand that as a local within the global but the faculty member sees it as global.

The question remains, can local issues be tapped from the local-global? Yet how relevant or applicable is this to Bushe's (2009) statement that says the content to internationalization and curriculum must be standard to empower students. How much can faculty do to melt contents derived from global local into teachings if such faculty did not see local community projects as local but global? Some faculties do not believe that local contents could be derived from within and drawn into global events within classroom teaching and they informed that all they do is to involve the students because they are locals from different countries and are rich in information that exposes international local and global contents.

The literature further stated the main part of internationalization is prioritizing faculty development which must be a necessity for leaders of higher education (Taylor, 2004). Faculties in Ohio University statement showed that the university is still lacking in this direction and information gathered during the interview exposed that faculty members are interested in internationalization, but the university needs to do in-depth development to support in achieving this goal and vision. In addition, anxieties were upraised concerning the improper preparedness of teaching personnel affects the implementation of the curriculum in accomplishing stated and targeted aims of internationalization (Altbach & Knight, 2007; Knight, 2004). This is not true because faculties in the University are trying everything to fulfill the dream but need more

direction and support to unify their preparation even though it has been an individual experience. The University needs to figure out the parts of modern ways of internationalization and develop its faculty members on methods and direction to administer, manage, transfer, and inculcate this into their students.

Findings also exposed that faculties expect the institution leadership to do everything that is needed to make internationalization easier to accomplish. Suggestions and ideas were presented on how this could be achieved in diverse ways which is a contrast to some results from some literature. For example, Clifford and Montgomery, 2015) stated that transformative learning theory challenges to think above making present system work competently rather we should be asking a better question on what is the better way for us to live? Faculties through the help of the department can find out ways of empowerment by organizing periodical seminars using other faculty members that are experienced and vast in internationalization to assist in the transfer of modern knowledge in internationalization.

According to result gathered from the study, not all findings agrees with what the previous literature suggested or found. However, not much faculty connected intercultural or multicultural importance with their response to their lived experience. For example, for faculties that do not work with local content except global, how much of the vision of internationalization can they accomplish? The reality is that internationalization cannot sustain in isolation of the local content which means that the global sustain the local while the local sustain the global. In dealing with the internationalization of curriculum there is a need to recognize different cultures and be able to interconnect

them. The broad visions to internationalize university curricula (Jones & Killick, 2007; Leask, 2009, 2010) are also to integrate concepts of intercultural competence, even though not constantly and unequivocally. In the United States, more institutions, are setting their main goals towards intercultural competence development, whereby, national organizations are using global learning projects to approach it. To become an expert in the internationalization of the curriculum, faculty members must demonstrate the interest, love, and understanding of why such is important.

Findings did not emphasize much on why the institution is drawn to internationalization. This must be done to consistently enlighten the journey and to provide interest in those things that are needed to be done to accomplish such. The Association of International Education Administrators (2010) posed relevant questions with regards to why postsecondary institutions engage in international education. Why is international education considered to be very vital to our life? Also, findings from the study did not expose to the researcher if there were research done to discover the level of success of internationalization in the institution to assess its present stand. In response, Deardorff, and Jones (2012) highlight that if further research were embarked on, it will reinforce the institution's status, and introduce new revenue streams. The preparation of the student for glocal competency is a journey and the result gathered did not emphasize the process of accomplishing internationalization in this direction. A further response presented was based on higher education institutions' goals. Institutions are preparing graduates that are ready to launch into the world to address global challenges and

increasingly interconnect with society wherever they live (Deardorff & Hunter, 2006;

Caruana, 2010).

Appreciative Inquiry can be used to generate optimistic images and ideas of the

future of an organization or institution, to influence faculty's present actions (Goleman,

2006; Cooperrider & Whitney, 1999; Moore, 2019). Therefore, the institution will need

to infuse the suggested positive principle from the previous study to inspire impetus and

flow, asking positive questions, and highlighting the positive essentials of the

organization. Bearing in mind that eagerness, intimacy, optimism, and gladness inspire

inventive and creative thoughts and concepts (Barrett & Fry, 2005; Moore, 2019; Stavros

& Torres, 2005).

Table 8 below summarizes the findings that confirm and contradicts the existing

literature.

Table 8

Findings that Confirm and Contradict Existing Literature

Findings that confirm existing literature	Literature Support	Findings that contradict the literature	Literature Support
Curriculum contents, core, and pedagogical methods used by faculty to achieve internationalization were revealed.	Support by, academic staff, and professional development engrossed in developing theory and practice (Leask, 2015).	Dreams a future of internationalization which is more of collective but there is a need to live the experience of collaboration and oneness as well.	Bush (2009) presented the destiny principles on openness and opportunity for each faculty personal commitment through taking actions to accomplish based on relevant/applicability, /genuineness to fulfill the dream.

Findings that confirms existing literature	Literature Support	Findings that contradict the literature	Literature Support
The contradiction of local with global understanding	Universal teaching, and community knowledgeable education (Jean-Francois, 2014), international results and community appreciated results, international influence, and community entrenched establishment (Ayitey, 2018)	Some faculties do not believe in achieving glocal contents from local (within) but only through traveling programs. Some believed in drawing glocal content through students in classroom discussion only while few believed in drawing from local (internal) with glocal (external) for proper connection.	Prioritizing faculty development as the main part of internationalization which must be a necessity for leaders of higher education (Taylor, 2004).
More interaction and connection between global and local	Kubow and Fossum (2007) professionalism at the management and leadership levels is a key that relates to education and helps addressing multiple ways of globalization interaction and influences.	Faculty are interested in internationalization, but the university needs to do in-depth development to support in achieving this goal and vision.	Informed about lack of preparation of faculty members to administer curriculum to achieve goals of internationalization (Altbach & Knight, 2007; Knight, 2004).
Faculties were hired from different parts of the globe with different cultures to fit into the system of diverse students with diverse cultures (Rosemary, 2021).	Jean-Francois (2015) that the global market workplace is universal and craves interaction in locations that require a culturally diverse workforce and culturally diverse beliefs, interpersonal	Universities need to figure out the parts of modern ways of internationalization and develop their faculty members on methods and direction to administer, manage, transfer, and inculcate this into their students.	

Findings that confirms existing literature	Literature Support	Findings that contradict the literature	Literature Support
Need for faculty for inter-faculty collaboration	relations, and lifestyle. Taylor (2007) informed on transformation learning experiences through knowing as a discussion procedure, discussion association with person, open-minded education, personal-activity, and writing, and linking with other individuals.	Faculties expect the institution's leadership to do everything that is needed to make internationalization easier to accomplish.	Transformative learning theory challenges, individuals from focusing on forcing current systems to function more better rather we should ask the better questions on what should we do to live a better life? Clifford & Montgomery, 2015)
Need for faculty education on global-local understanding and ways to melt them together during teaching processes.	While educating teachers, researchers, and citizens, more attention must be devoted to glocal education and hence glocal awareness (Niemczyk, 2019).	Faculties that do not work with local content except global, how much of the vision of internationalization can they accomplish? Need to recognize and reference diverse cultures and to interconnect them.	The broad visions to internationalize university curricula (Jones & Killick, 2007; Leask, 2009, 2010) are also to integrate concepts of intercultural competence, even though not constantly and unequivocally.
Findings gave evidence that to be a glocal competent student, such must be thought how to recognize diverse cultural values, languages, interactions	Preparing future citizens as a part of sustainability transformations through local to global scales and contexts. Both the curriculum and the teaching-learning environment should increasingly link global and local considerations (Makrakis &	Not many emphases were presented on why the institution is internationalizing in modern times.	AIEA (2010) questions with regards to why postsecondary institutions engage in international education. Why is international education essential to our future?

Findings that confirms existing literature	Literature Support	Findings that contradict the literature	Literature Support
The importance to remain engaged in the research and learning community and the desire of faculty to specialize in glocal initiatives	Kostoulas-makrakis, 2014). Important to integrate, student-centered, realistic, and shared collaboration (John et al., 2017).	No research was done to discover the level of success of internationalization in the institution to assess its present stand.	Deardorff, and Jones (2012) highlight that if further research were embarked on, it will reinforce the institution's status, and introduce new revenue streams.

Note. The table above is a summary of findings that confirm and contradicts existing literature. Read more in the body of chapter 5.

New Findings Emerging from the Study

The faculties at Ohio University are very keen to make a change whereby they can activate their teaching experience. Approaching change and growth from a problem-solving perspective in any organization is key for firms that intend to enhance their efficiency, endure, accomplish better, and improve competitiveness (Bellinger & Elliot 2011). Another discovery that emerged during the study was that most of the faculty mentioned the importance of involving students in internationalization (i.e., the place of students in internationalization). The state of student involvement cannot be taken away because student background, as well as previous and current experience from their different locals around the globe will enrich internationalization. As some scholars explain glocal curriculum involves organized phases of educational knowledge expected to involve or engross students' awareness, experiences, and attitudes (Barnett et al., 2001, Elkana & Klöpper, 2016).

This is a social aspect of internationalization through intensive and light module invention of faculties. Meanwhile, learning occurs because of social interactions laterally

with physical and written interactions which could lead to instability or imbalance in an individual, and which could also lead to conceptual reorganization (Lerman, 2001; Andrew, 2007). Faculty informed that involving the students also helps in building-specific aspect of the curriculum which empowers internationalization. Lerman, (2001) & Andrew (2007) stated that usually, teachers offer tasks and encourage interactions to cause a learning derivation. This is perceived as an ineffective description because learning occurs because of organized and scheduled interactions learned by concealed or unpredictable influences. Therefore, how students are involved, and the level of involvement is still not measured.

The above discussion led to another finding that emanated which is the methods faculty use in internationalizing. Imbibing students into the culture of the localized community is chosen as a traveling point whereby faculty make students dine with families and take the same local transportation with indigenes of the community they travel to or intend to achieve glocal experiences. When adopting a glocal method in education, there is a possibility to eradicate undesirable and unwanted features produced by the discussion on internationalization of curriculum which has dominated the insight of international student involvement in glocal learning (Patel & Lynch, 2013). The glocal method of education is based on the way educational institutions transfer global realities understanding, opportunities, and challenges as associated with a local setting. Also, emphasizing the ways educational institutions convene, the task of addressing local needs during global realities is the focus, while achieving global aspirations and ambitions.

Careful planning must be demonstrated alongside the growth of global and communal awareness, competence, and approaches in an internationalized curriculum. Cautious preparation, collaboration with associates, and harmonization curriculum must be considered (Leask, 2015). Cancellation of courses with few students is not a solution to a course not growing, it is an avenue to investigate why such courses are not growing. Findings discovered that courses that are not having enough students were canceled, and this is not good for internationalization. The glocal curriculum aids the consideration of appointing the three extents or phases regarding the pressures modeled by education based on the difficulties of how to sustain and provide answers on glocalization weight and crossways geographical and social settings (Caniglia et al., 2018).

Table 9 below summarized the new findings that sprang out from the study, the literature that supports such findings, and recommendations.

Table 9

Summary of New Findings from the Study and the Literature that Support such Findings and the Recommendations from the Researcher

New findings	Literature Support	Recommendations
Readiness to make a change to activate glocal teaching experience.	Approaching change and growth from a problem-solving perspective in any organization is key for firms that intend to enhance their efficiency, endure, accomplish better, and improve competitiveness (Bellinger & Elliot 2011).	The institution should provide a general and specific understanding that is relevant to the component, process, practice, and success of internationalization to faculties (i.e., what is previous research or study saying for guidance purposes?)

Engaging students in practice and discussion of internationalization in the teaching-learning settings.	Organized and arranged educational practices should engross students' awareness, competence, and attitudes (Barnett et al., 2001, Elkana & Klöpper, 2016).	Institution to constantly create glocal awareness of internationalization of curriculum to its faculties through departments and Colleges.
Involving the students also helps in the further building-specific aspect of the curriculum which empowers internationalization.	Usually, teachers offer tasks and encourage interactions to cause a learning derivation. This is perceived as an ineffective description because learning occurs because of organized and scheduled interactions learned by concealed or unpredictable influences (Lerman, 2001 & Andrew, 2007).	The institution can form a genuine community of collaborators on internationalization connected with the office of global affairs while intensive research on institutional internationalization can be embarked on to fulfill glocal agendas.
Imbibing students into the culture of the localized community is chosen as a traveling point whereby faculty make students dine with families and take the same local transportation with indigenes of the community they travel to or intend to achieve glocal experiences.	When adopting a glocal method in education, eradicate negative and unwanted aspects of internationalization of curriculum discourse dominating the insight of international student involvement in glocal learning (Patel & Lynch, 2013).	accommodate the principles Institution should provide principles that guide internationalization of curriculum to faculties and guide them on how to melt the glocal principles therein within their teachings and instructions sessions.
Cancellation of courses and merging of the department with few students.	Careful planning must be done when developing international and intercultural knowledge, skills, and attitudes in an internationalized curriculum (Leask, 2015).	Faculties should be prepared to receive advice from knowledgeable faculties that are experienced in and follow guided instructions from either institution or peers that have more experience in inculcating more glocal contents.

Note. The table above is a summary of findings that confirm new findings with existing literature. Read more in the body of chapter 5.

Relevance of the Results

The results of the study will be significant to the study of faculty (i.e., leadership) development on global and local knowledge and awareness because the study involved an

understanding of the lived experiences of faculty members employed to internationalize their curriculum. The themes that emerged from this study suggest how faculty can be appreciated, maintained, and sustained to be able to properly achieve university internationalization goals and objectives within and beyond academic settings.

The question is what are the plans of the university to co-construct or use the AI to benefit and enrich the faculty experience? According to Cooperrider and Srivastva's (1987) using the four Ds: Discovery-it is important to concentrate on events that sustains the organization and produces successes, Dream- imagining possible achievable prospects for the association, Design-a change to debating and discussing already generated possibilities through collaboration, and Destiny-constructing the future by continuous innovation and actions through collaborative and individual efforts (Ludema et al., 2006; Moore, 2019). Considering the 4D content might be a great help for success.

Implications for Practice

This research is significant in its exploration of the experience of faculty at a U.S. university (i.e., Ohio University) in internationalizing their curriculum to foster student glocal competence. It is necessary for improving student global-local competence opportunities for the student to emerge as global leaders in the future. Research on glocal knowledge and the experience of students for global competence in academia is understudied. Therefore, this study could provide a framework for institutions to understand the importance of internationalizing their curriculum, to empower their faculty knowledge and skills on global-local matters. Also, to understand what impact this will have on their students on global-local competence practices and the benefits and

exposure it will bring to their universities. This will be a reference point for the academic sector and brightens up the interest in appreciating other cultures and eliminating cultural barriers and obstacles that inhibit global, local practices in classroom settings.

Also, through this research, the faculty will be more appreciative of the work they do and areas of support from their institutions that can be identified and implemented. Also, the curriculum contents will be re-assessed or measured to see if they truly meet up with recommendations for the global-local competence standard to enable students to be well equipped for future purposes. Thus, faculty who wish to internationalize their curriculum will be bold enough to follow the guidelines and collaborate with others that are already on that track. Establishing strategic relationships in academia should be a valuable tool for the faculty members and the institution as this will provide a way for higher levels of promoting global, local knowledge and skills and strategic internationalization tools to attract and assist students from all works of life and open more career opportunities for them.

Furthermore, faculty members who seek to internationalize or that are internationalizing their curriculum need support as internationalization of curriculum is a dynamic and strategic phase. To this end, the researcher recommends that faculty who have succeeded at moving up the ladder in academia globally and locally, establish strategic mentoring and leadership programs that apply the eight (8) major themes discussed in the study.

These programs should target faculty that are internationalizing the curriculum, who are in the early stages of their careers, and those who have been in their career for a

long time but need assistance on glocal practices by, providing guidance in the following areas: developing internationalize curriculum, understanding the intended meaning of glocal and its academic approach, understanding the embedded knowledge and skills expected to be portrayed in academia as a faculty member. They should be assisted with learning how to identify global-local learning outcomes suitable for internationalization of curriculum and professional attributes as required by a leader; they should learn how to seek and identify global and local contents and how to infuse them into the classroom discussions. Also, they should be informed on how to prepare, approach, and manage an internationalize setting for global, local accomplishment and to learn how to motivate, empower, and assess students. The institution should engage various experts among the faculty to assist or suggest areas of re-assessment of the curriculum across disciplines to enable the correct internationalized practices.

The institution should also engage experienced experts among the faculty and office of global studies to identify areas of genuine support to encourage faculty who are correctly internationalizing their curricula. The institution leadership should also make available grants and various sponsorship opportunities to support faculty programs and students who wish to internationalize. All programs and projects must be assessed by the institution through experts to genuinely confirm if the present programs are truly internationalizing. Are they truly exposing students to global, local content necessary for expected competence? Are they truly following internationalizing guidelines? The university should encourage collaboration and inter-collaboration of faculty for expansive experience across disciplines as this gives more confidence in professionalization.

Based on the results of this study, the institution should be encouraged to partner with other universities that are experts in internationalizing curriculum for proper professional advice and to enable guidelines because there is a difference between goals and accomplishments, and as we say, experience is the best teacher. Also, while recruiting, experienced faculty in the areas of internationalization should be a part of the interviewing panel to assist in making sure that a potential faculty is truly on the track of internationalization. Most importantly, organizations must be willing to create policies that promote and guide the specifics of the internationalization of global, local contents.

Finally, through this study, the experiences of faculty at the Ohio University were explored to appreciate how they are internationalizing their curriculum to foster student glocal competence. This research could also be replicated to explore other faculty (i.e., adjunct, administration, etc.) contributions in assisting tenured and instructional faculty in achieving internationalization of curriculum plans and goals within the institution.

Recommendations for Future Research

Emphasizing and been attentive on the inquiry process is an understanding of the way individuals' structure and interpret their own experiences (Ken, 2007). This research study adds to the body of literature exploring the experience of faculty in a U.S university (Ohio University) on how they internationalize their curriculum to foster student glocal competence. Through a phenomenological approach, this research study illustrated their career experiences through the duality of their race and gender identities. Despite the extensive knowledge that was obtained from the faculty stories, it was identified that there is still much more research left to be done. Specifically, research on ways

institutional leadership can maximize the experiences of faculty to achieve global, local contents while practicing internationalization.

Since this study only focused on exploring the experience of faculty at a U.S University in internationalizing their curriculum to foster students' glocal competence, another study will be of benefit to find out how the non-faculty members of the institution do collaborate with the faculty members to assist in achieving the internationalizing goals of the institution. Their experiences would also provide rich data and fascinating and captivating information about specific administrative competencies that challenge or could benefit the process of specific departmental internationalization practices and expose those skills they need, to assist the faculty in achieving the process. In conclusion, this dissertation has implications for institutions that wish to provide glocal competency experiences for their students but have not done enough to empower their faculty to achieve such dreams.

Researcher's Reflection on the Study

This research sought to explore the experiences of faculty at a U.S university (specifically Ohio University) in internationalizing their curriculum to foster student glocal competence. The significance of this study originated from the premise that the literature was specific on how the process of internationalization should be perceived by any higher education that wishes to incorporate a global-local dimension. Personally, the goal of the study was two-fold. My objective is to first appreciate the faculty experiences because experiences are not gained on a bed of roses but through consistent hard work and sleepless nights. Also, I wanted to find out if these experiences are tied up into the

glocal content as expected and if they are diverse or if they reflected one-sided input with an absence of total and encompassed experiences. Finally, I wanted to find out the supports that were needed to accomplish the expectations of the faculty and the dreams (AI) they pursue to accomplish the internationalize content in the proper ways of connecting the global with the glocal.

The finding exposed that faculty members at Ohio University internationalize their curriculum (i.e., by transferring the glocal knowledge to classroom teaching) by localizing it through globalized information collected or observed. I am of the understanding that faculty also internationalize their curriculum through a glocal (i.e., global-local) mindsets, with the understanding that there are often several matters, doubts, and fears that should be considered and continually addressed which signifies such faculty members are glocally aware of the curriculum efficiencies and deficiencies. To internationalize the curriculum appropriately, faculty must be able to create products (i.e., students and services on glocal teachings) that are very competent by making sure that such curriculum involves or engrosses students' awareness, competence, and attitudes (Caniglia et al., 2018; McPherson et al., 2016 and Sipos et al., 2008).

Based on the findings, it was discovered that there are some essentialities to be considered for faculty to be able to internationalize their curriculum properly. Firstly, the faculty need to acquire a glocal knowledge and understanding on ways of internationalizing a curriculum in a local context. Possessing the ability to use adequate methods and practicing glocal teaching methods will be a bonus for such faculty (i.e., using the LIP and GIP). This will better build a decent teaching learning process that

justifies individual cultural extents connected with ways of acquisition of knowledge (Jean-Francois, 2015).

I discovered that faculty were very honest with their experiences, also very passionate about what they do. Every one of them has what it takes to achieve a global, local goal, and I feel the university is very blessed to have them. However, I also found out that not all these faculty have the same experience across the line. What caught my attention was that these faculty were inter-collaborating in diverse ways, from and through different disciplines. This ignited a fire in me because half of my participants were recommended while I was interviewing certain faculties (through faculty inter-collaboration network), and if I must interview fifty tenured faculty, I have them on my records.

The faculty talk about their experiences globally and glocally, in the classroom and with students. They shared their traveling experiences with the students and how much the students are full of joy when they were able to connect locally and globally because this demonstrated their understanding of the shared contents. These faculty members shared their different regular global and local networks, the methods used in internationalizing, the ways they motivate students, and what they think should be done at the university to further assist in accomplishing the goal. They also spoke about the shortcomings of the programs and projects they operate, and the ways they affect the present and future progress of this vision.

Based on all the above, my position as an international researcher that is benefiting from internationalization and internationalized curriculum, I feel there is more

to be done to properly align the goal set up by the university with regards to internationalizing the curriculum. If global competence is a serious target of the university, I will advise that various sponsorships and grants should be considered to assist the international students and faculty members, especially those faculty executing international programs and projects. I feel most international students cannot embark on international programs that will benefit them to acquire the skills and knowledge needed for competency because of the cost. I have personally experienced that in my master's degree when students were scheduled to visit Real Madrid FC in 2018 and those of us who could not afford were dropped. In the same vein, faculty were constrained and frustrated because after they have taken a large amount of time to organize beneficial programs for students, but those programs could not be accomplished because the university could not support them with funds.

There are other examples from faculty on how much they can do to make students globally and locally acquire those skills practically and theoretically, but they need the university to support them. I feel support is a great impetus that could enable goals to be realized when given otherwise could mar an accomplishment when denied. I feel the institution should find a way of assisting in this direction. Besides, I think the office of Global Studies should create a way of working with experienced faculty and tapping into their ideas on what can be done to assist in achieving better internationalization at glocal levels in connection to global intentions. I conclude by saying that proper support and re-structuring should be attempted, and faculty should be encouraged to collaborate and

inter-collaborate. Table 10 provides a suggestion of phases for internationalization and to foster student's glocal competence.

Table 10

Grid for Internationalization and to Foster Glocal Competence by Phases 1-4 and

Sections

PHASE 1	PHASE 2	PHASE 3	PHASE 4
a. Revisit institution internationalization goals statement and objectives. b. Assessing institutional and faculty understanding of what internationalization and glocalization mean in relation to the set goals and objectives.	a. Search experts in the institution in departments or colleges to identify professors or faculties that have proven internationalization experiences.	a. Identify relevant studies recommendations on internationalization of glocal curriculum for competency acquisition. b. Check how intercultural and multicultural intakes and content empowers internationalization of glocal curriculum	a. While doing D on phase 3, determine what are the content structure guidelines, competency type, involvement, and level of involvement expected from students, faculty leadership skills to deliberate, transfer, or imbibe knowledge that needs to be acquired and how?
c. Identify the strengths and weaknesses after assessments. Check for studies that emphasize on how to exploit the strengths and negate the weaknesses. d. Appreciate what you have and see if there is a need to overhaul, empower, and activate.	**Otherwise, you may need to,** b. Employ or consult professionals who are skillful and experienced in helping with assessments of the present standard of internationalization contents if it has achieved what it meant to achieve and imbibe their recommendations.	c. Determine the methods workable for faculty to internationalize their curriculum. d. Map out the format to empower all categories of faculty in the institution to generally empower them on internationalization and specifically with the teaching faculties advising them on ways to internationalize glocally with their curriculum.	b. While doing I, determine the type of workshop, seminar, clinics, and the time frame within each year to embark on this to consistently upgrading and empower faculty. c. During J, allow faculty to share their experiences with students while internationalizing their glocal curriculum.

Note. The table above is a summary grid of recommendations from the researcher.

Conclusion

The purpose of this study was to gain a deeper understanding of how faculty at Ohio University are internationalizing their curriculum, which some researchers claim is one of the most complex academic leadership positions of modern time. The challenges of the faculty may be a contributing factor to the complexity of the environment locally and the demands globally to genuinely inculcate the skills and knowledge that imbibe the competence required to assist students that are involved. Then what is the future of the curriculum if it fails to internationalize those needed contents? Then what is the future of the students if they cannot acquire those expected skills and knowledge to compete globally if the glocal content is missing as presented by (Jean-Francois, 2014 & 2015)?

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Appendix A: Questionnaire for Interview

Exploring the experience of faculty at a U.S. university in internationalizing their curriculum to foster student glocal competence.

Thank you very much for accepting to sit down for my interview! As previously indicated, the purpose of the interview is to collect data for a study that is exploring your experience as a faculty at Ohio University in internationalizing your curriculum to foster student glocal competence.

SECTION A

1.What is your gender? M___ F___ Other____

2. What is your age group? a) 18-23 ___ b) 24- 29__ c) 30 – 35__ d) 36 and older___

3.What is your race or ethnicity? ___ White ___ African American/Black ___ Hispanic/Latino ____Asian ___ Native American ___ other

4. What is your level of education? Master's degree_____ Doctoral degree_____ Other _____

5. Could you please tell me about which college, department, and program that you belong to?

- College

- Department

- Program

SECTION B: Glocal Curriculum and Appreciative Inquiry

6. Can you please describe the process that you use to integrate both global and local content into your course syllabus?

7. What is at the core of your motivation to incorporate global and local content in your course syllabus?

SECTION C: Glocally Informed Pedagogy and Appreciative Inquiry

8. How do you incorporate global and local content or issues or practices into your teaching?

9. Tell me about a time when you felt like the students in your class clearly understand that the global and the local are interrelated, interconnected! What was the context? What were the factors that contributed to that?

Global and local awareness

Global and local knowledge

Global and local skills

Global and local understanding

10. How do you assess whether your students show evidence of acquisition of both globally and locally related competencies?

Global and local awareness

Global and local knowledge

Global and local skills

Global and local understanding

SECTION D: Glocal Competence and Appreciative Inquiry

11. Do you believe that a student can be both globally and locally competent? Please, explain!

12. How would you describe a student or graduate who is both globally and locally competent?

SECTION E: Overall Appreciative Inquiry and Internationalization

13. What would you consider as the core value of your teaching?

14. How would you define an internationalized curriculum?

15. How would you describe a course that integrates both global and local content?

16. What are the challenges that you have faced in incorporating global and local content in your course syllabus? How did you overcome such challenges?
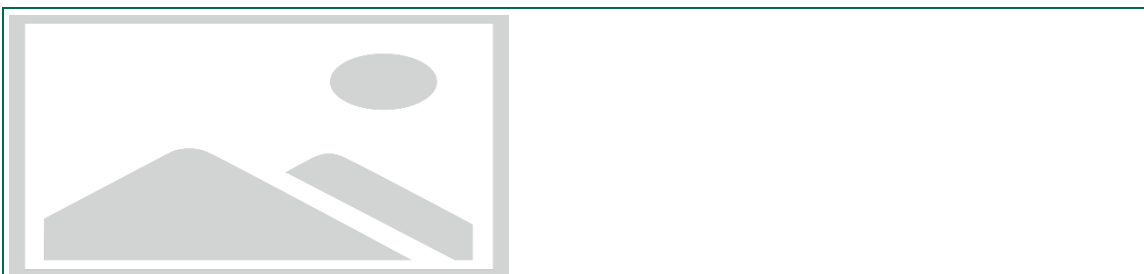
17. How do you plan to sustain the incorporation of global and local content in your course?

18. What would be your advice to a college faculty who would like to incorporate global and local content in course syllabi and teaching?

19. What support do you think the university leadership could provide to assist your internationalization effort, but also encourage other faculty to incorporate global and local content in their syllabi and teaching?

Thank you for your time!

Appendix B: IRB Approval Sheet

Project Number	20-E-331
Project Status	APPROVED
Committee:	Office of Research Compliance
Compliance Contact:	Rebecca Cale (cale@ohio.edu)
Primary Investigator:	Joseph Abon
Project Title:	Exploring the Experience of Faculty at a U.S. University in Internationalizing their Curriculum to Foster Student Glocal Competence
Level of Review:	EXEMPT

The Ohio University Office of Research Compliance reviewed and approved by exempt review the above referenced research. The Office of Research Compliance was able to provide exempt approval under 45 CFR 46.104(d) because the research meets the applicability criteria and one or more categories of research eligible for exempt review, as indicated below.

IRB Approval:	11/17/2020 3:29:37 PM
Review Category:	2

Waivers: A waiver of signature is granted on the consent form.

If applicable, informed consent (and HIPAA research authorization) must be obtained from subjects or their legally authorized representatives and documented prior to research involvement. In addition, FERPA, PPRA, and other authorizations / agreements must be obtained, if needed. The IRB-approved consent form and process must be used. Any changes in the research (e.g., recruitment procedures, advertisements, enrollment numbers, etc.) or

informed consent process must be approved by the IRB before they are implemented (except where necessary to eliminate apparent immediate hazards to subjects).

It is the responsibility of all investigators and research staff to promptly report to the Office of Research Compliance / IRB any serious, unexpected, and related adverse and potential unanticipated problems involving risks to subjects or others.

This approval is issued under the Ohio University OHRP Federalwide Assurance #00000095. Please feel free to contact the Office of Research Compliance staff contact listed above with any questions or concerns.

The approval will no longer be in effect when the Primary Investigator is no longer under the auspices of Ohio University, e.g., graduation or departure from Ohio University.

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